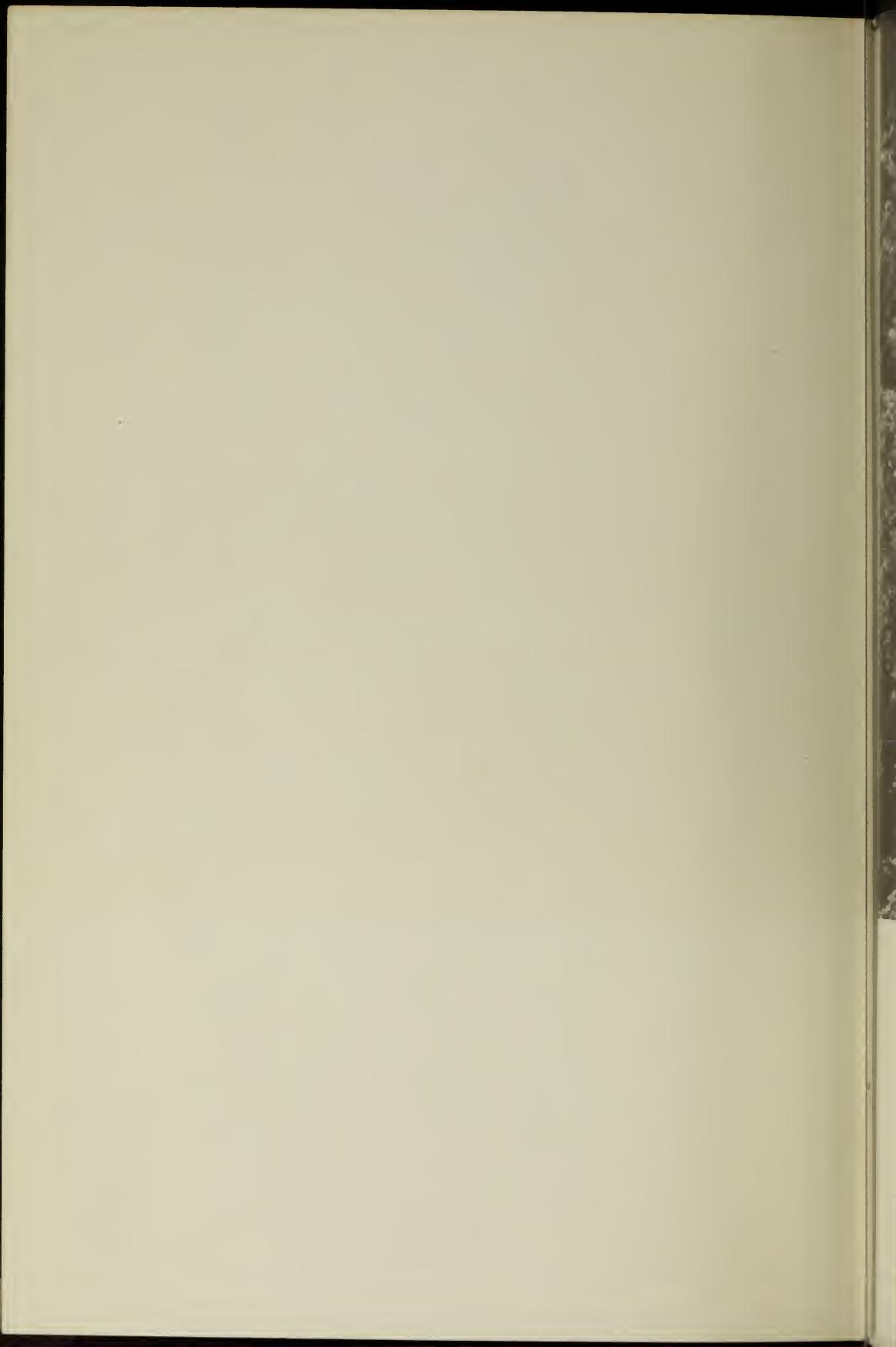


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STATE COLLEGE
AT
LOWELL







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1962 -- 1964

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CONTENTS

COMMONWEALTH OF MASSACHUSETTS, BOARD OF EDUCATION	5
FACULTY	6
ACADEMIC CALENDAR	11
THE COLLEGE	
EDUCATIONAL AIMS	13
ACADEMIC STATUS	14
THE CAMPUS	14
FACILITIES	14
LIBRARY	15
RESIDENCE HALLS	15
OFF-CAMPUS FACILITIES	15
HISTORY	16
DEGREE PROGRAMS	
BACHELOR OF SCIENCE IN EDUCATION:	
ELEMENTARY EDUCATION	18
BACHELOR OF ARTS: TEACHING OF ENGLISH	22
BACHELOR OF ARTS: TEACHING OF BIOLOGY	26
BACHELOR OF MUSIC EDUCATION	30
ADMISSION POLICIES	
ADMISSION REQUIREMENTS	35
PROCEDURES FOR ADMISSION	36
ADMISSION TO ADVANCED STANDING	37
ADMISSION TO PROFESSIONAL EDUCATION PROGRAMS	37
ACADEMIC POLICIES	
GRADING SYSTEM	39
ACADEMIC STANDING	39
COURSE DEFICIENCIES	40
ACADEMIC HONORS	40
DEGREE REQUIREMENTS	41
WITHDRAWAL FROM THE COLLEGE	41

PERSONNEL SERVICES

COUNSELING	43
STUDENT HEALTH SERVICES	43
RESIDENT LIVING	44
PLACEMENT SERVICES	44

STUDENT ACTIVITIES

STUDENT GOVERNMENT	46
CAMPUS BOOKSTORE	46
PUBLICATIONS	46
DRAMATICS	47
MUSICAL ACTIVITIES	47
SPORTS ACTIVITIES	47
RELIGIOUS ACTIVITIES	48

FEES AND EXPENSES

TUITION FEE	49
REGISTRATION FEE	49
ACTIVITIES FEE	49
RESIDENCE FEE	49
PAYMENT OF FEES	49
REFUNDS	50
OTHER EXPENSES	50

COURSES OF INSTRUCTION

ART	51
EDUCATION	53
ENGLISH	59
HEALTH AND PHYSICAL EDUCATION	63
LANGUAGES	64
MUSIC	65
PHILOSOPHY AND PSYCHOLOGY	73
SCIENCE AND MATHEMATICS	73
SOCIAL SCIENCES	77

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A.B., Emmanuel College (Michigan) A.M., Northwestern University P.G.D.Ed., St. Andrew's University (Scotland)		
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ELIZABETH C. COFFEY B.S.Ed., State College at Lowell Ed.M., Boston University	<i>Supervising Teacher, Grade Six</i>
DOROTHY C. EASTHAM B.S.Ed., State College at Lowell Ed.M., Rivier College	<i>Supervising Teacher, Grade Six</i>
EDNA HOYT B.S.Ed., State College at Lowell Ed.M., Boston University	<i>Supervising Teacher, Grade Two</i>
CONSTANCE LANSEIGNE B.S.Ed., State College at Lowell Ed.M., Boston University	<i>Supervising Teacher, Grade One</i>
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Ed.M., Boston University	
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BEATRICE L. MEAGHER	<i>Secretary to the President</i>

ACADEMIC CALENDAR

FALL SEMESTER, 1962

September	4-7	Freshman Week
	7	Registration for Freshmen
	10	Registration for Sophomores, Juniors, Seniors
	11	First meetings of classes
October	12	Columbus Day: no classes
	25	College Convocation
November	12	Veterans Day: no classes
	22-23	Thanksgiving recess
December	19	Christmas recess begins at noon
January	2	Resumption of classes
	14	Final meetings of classes
	15	Reading day
	16	Examinations in courses begin
	22	Examinations in courses end
	23-25	Winter recess

SPRING SEMESTER, 1963

January	28	Registration for all classes
	29	First meetings of classes
February	22	Washington's Birthday: no classes
April	11	Easter recess begins at close of classes
	22	Resumption of classes
May	23	Final meetings of classes
	24	Reading day
	27	Examinations in courses begin
	30	Memorial Day: no classes
June	3	Examinations in courses end
	9	Baccalaureate
	9	Commencement



THE COLLEGE

EDUCATIONAL AIMS

The educational design which the College provides for its students is based upon the conviction that the primary purpose of education is intellectual development and that it is best achieved through a broad, liberal education. This then encourages the development of one's capacities as a person and helps to secure a reasoned use of freedom in an increasingly complex society.

Liberal education is not concerned with the mere acquisition of knowledge. Rather, its purpose is to aid the individual to develop, in terms of his capacity, an inquiring and independent mind and critical judgment. It stresses the ability to use knowledge with wisdom, perceiving its inherent principles and relationships. It provides experiences which contribute to strength of character and to a sense of personal responsibility. Liberal education further seeks to broaden perspective and understanding, to develop an increasing awareness of the fundamental values underlying civilization and culture, and of the basic problems of man and society.

These qualities are needed by individuals who have been endowed with intellectual ability and who have a responsibility to develop and use it effectively, not only for their personal benefit but also for that of others. We live in a society whose potentialities and limitations we ignore at our peril, and whose heritage we must know if we are to conserve those values, principles, and institutions essential to individual and social welfare in a free society.

Implicit in the educational design is the belief that a liberal education not only enhances a way of life but also serves as a firm foundation upon which the specialization demanded by our culture is developed. Professional or specialized education is more productive when intellectual capacities have been developed, when reasoned thinking prevails, when ideas and conclusions are expressed clearly, and when students comprehend the nature of the world in which they must live and the purposes for which they strive.

The College recognizes that its students vary in their aptitudes and interests and that they aspire ultimately to differing careers. Accordingly, it incorporates in its educational design specialized or professional education. The purpose here is to educate the individual in the basic fields of knowledge relevant to his career, to lead him to acquire an understanding of its fundamental principles and procedures, and to provide experiences wherein he may exercise reason and judgment and apply critical analysis in the solution of problems which arise in and are pertinent to his chosen career.

ACADEMIC STATUS

The academic excellence of a college is symbolized by its accreditations; it is dependent upon the qualitative standards which the college demands of itself, its faculty, and its students.

This College is a fully accredited member of the New England Association of Colleges and Secondary Schools, and is accredited by the National Council of Accreditation for Teacher Education.

In addition, it is a member of the Massachusetts Council on Teacher Education, the New England Teacher Preparation Association, the Eastern States Association of Professional Schools for Teachers, and the American Association of Colleges for Teacher Education.

Accreditation indicates to a student that this College is recognized and approved by select regional and national associations concerned with the quality of higher education. It also assures him that study undertaken here has transfer value to other institutions of higher learning and that the degree earned here will be an asset upon entrance to a career and in seeking admission to graduate study at any other college or university.

THE CAMPUS

The College campus has a commanding view of the winding Merrimack River which it overlooks and borders in Lowell, a city located twenty-five miles northwest of Boston. From the northern Pawtucket Street boundary which parallels the river, the eighteen acre campus sweeps upward, is bisected by Broadway, and continues in a southerly direction. Wilder and Rolfe Streets form its eastern boundaries.

FACILITIES

At present, the facilities of the College include the following buildings:

HUMANITIES. Located in the center of the campus, this building houses the offices of the President, the Deans, the Director of Admissions, and administration. In addition, this building contains such facilities as a student lounge, a dining hall, a language laboratory, classrooms, a music instruction center, offices for the department of music, and a closed circuit television studio.

SCIENCE. This building is designed with a central structure and two wings. The central part contains biology, physics, and chemistry laboratories, classrooms, and offices of the science department. One wing contains the gymnasium, offices of the department of physical education, and the health service office. The other wing houses the Little Theater.

EDUCATION. A large, three-storied building, it contains classrooms, a curriculum materials center, an art studio, and offices of the departments of education, English, modern languages, and social sciences.

LIBRARY

The college library is located on the main floor of the Humanities building. It contains a spacious reading room with an adjoining reference section, a reserve book area, and an open shelf stack room. Adjacent to the reading room is a current periodical reading and browsing room. This room also contains several sound-proofed cubicles each of which contains facilities for individual music listening.

The library houses a collection of 26,000 volumes and has a potential capacity of 50,000 or more. Also available to students and faculty are 165 periodical titles, microfilms, and a microfilm reader. It supervises a special collection of several hundred pieces of choral, band, and orchestral works for the Massachusetts Music Educators Association. The services of the library include the loan of books, pamphlets, filmstrips, and recordings to registered borrowers.

The Curriculum Library is located in the Education Building. This educational resources center contains textbooks for both the elementary and secondary levels, literature for children and adolescents, a test collection, curriculum guides, and other materials of value to students preparing to teach.

RESIDENCE HALLS

The facilities for resident living on campus, at the present time, consist of Presidents Hall. This residence hall provides comfortable accommodations for thirty women students. Plans are presently being drawn for the construction of a modern Women's Residence Hall which will house 180 students. This will be located on a knoll in the northeastern part of the campus, overlooking the Merrimack River.

OFF-CAMPUS FACILITIES

A very important aspect of the College's program is its off-campus facilities for students who are enrolled in degree curricula which prepare for teaching in the elementary and secondary schools.

Professional experiences, including student teaching, are provided in the Bartlett and Washington Elementary Schools in Lowell, and in twenty-four cooperating school systems in Massachusetts.

The school systems which cooperate in the Elementary Education Student Teaching program are: Acton, Andover, Bedford, Burlington, Chelmsford, Concord, Haverhill, Lexington, Littleton, Medford, Methuen, North Andover, Pepperell, Tewksbury, Tyngsboro, Wakefield, Westford, and Wilmington.

These school systems cooperate in the Secondary Education Student Teaching program: Acton, Bedford, Burlington, Chelmsford, Wakefield, and Westford.

Cooperating in the Music Education Student Teaching program are the following school systems: Acton, Arlington, Bedford, Billerica, Burlington, Haverhill, Lawrence, Leominster, Maynard, Tewksbury, Wilmington, and Winchester.

HISTORY

The College was established by the legislature of the Commonwealth of Massachusetts on January 6, 1894. Reflecting the educational philosophy and objectives of that era, the institution so created was named the Massachusetts State Normal School at Lowell. Its purpose was the education of teachers; its program was a two year one in Elementary Education.

The scope of the curriculum was expanded in 1912 when a three-year program in Music Education was initiated. No further change was effected until 1927. At that time, the curriculum in Elementary Education was broadened and extended to a three-year program. At the same time, a significant change was made in the curriculum in Music Education and its program was developed into a four-year degree one. The first degrees were awarded in 1928.

Again reflecting the impact of social change and the professionalization of teacher education, the institution was granted, in 1932, a change of status to that of a four-year college. Accordingly, it was vested with the authority to confer degrees. It then became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education upon students majoring either in Elementary Education or in Music Education.

Further evidence of its growth occurred in 1959 when a program designed for majors in Secondary Education was inaugurated. In retrospect, the development of the College reveals its constancy of purpose and its continuous concern for the improvement of teacher education.

It was inevitable, however, that the singular concern of this publicly-supported college be evaluated in light of the demands made upon higher education. Effective in 1960, this College was designated the State College at Lowell and was authorized to expand its function and its degree programs.



DEGREE PROGRAMS

EDUCATIONAL DESIGN

The design basic to all degree curricula consists of a two-fold program of liberal education and a concentration within a particular field of study. This concentration enables the student to acquire the values that accrue from studying in depth a certain area of knowledge and to achieve such mastery in it that he will be able to manipulate its concepts and skills with independence and judgment.

To insure the values of liberal education and a unifying intellectual experience for all students, the educational design also provides a required core of studies. Its purpose is to enable the student to acquire a breadth of knowledge of our cultural and scientific heritage, and the ability to relate and assess the principles and values contained therein critically and independently.

This program of studies in the liberal arts, commonly referred to as general education, is required in each of the degree curricula. It serves as a foundation for further study and assures an integrative experience among educated men and women. Regardless of the individual choice of concentration, all students will secure an understanding of the literary and fine arts which record man's insights into experience; the organizations and institutions of society and of man's role therein; the social, economic, political, and moral principles of the democracy in which they live; the import for the modern world of scientific developments; and the role of philosophy in the solution of man's problems.

BACHELOR OF SCIENCE IN EDUCATION

CONCENTRATION: ELEMENTARY EDUCATION

This degree program is designed for men and women who plan a career in teaching in the public elementary schools. The crucial influence of teaching as well as the complex nature of instruction in the elementary school calls for a teacher whose college education is both broad and rigorous. He must be able to teach ideas and concepts from the several academic disciplines and to synthesize them on a level and in a manner which children can comprehend.

CURRICULUM DESIGN

The curriculum for this degree insures a broad liberal education. In professional education, it provides knowledge of the philosophical, psychological, and social foundations of education, and seeks to develop critical judgment relative to the purposes of instruction and the manner in which they shall be accomplished.

The plan of studies in general education and in professional education is summarized by the following general requirements.

General Education . . .	75 semester hours
Health and Physical Education	4 semester hours
Professional Education . . .	46 semester hours
Total	125 semester hours

GENERAL EDUCATION

The specific requirements in general education are presented in terms of the academic disciplines.

English (6 semester hours). The required courses are: English Composition, 3 s. h.; Fundamentals of Speech, 2 s. h.; Speech in Education, 1 s. h.

Humanities (18 semester hours). The required courses are: Literary Heritage I, II, and III, 9 s. h.; Aesthetics and Art Criticism, 3 s. h.; Music Appreciation, 3 s. h.; Introduction to Philosophy, 3 s. h.

Social Sciences (21 semester hours). The required courses are: History of Western Civilization, 6 s.h.; United States History, 3 s. h.; United States Government, 3 s. h.; Principles of Geography, 3 s. h.; Economic Geography, 3 s. h.; Principles of Sociology, 3 s. h.

Natural Sciences (15 semester hours). The required courses are: General Biology, 6 s. h.; Physical Science, 6 s. h.; General Mathematics, 3 s. h.

Psychology (3 semester hours). The required course is: General Psychology.

Electives (12 semester hours). Individual selection is made from courses offered in literature, history, economics, fine arts, philosophy.

Four semester hours are required in Health and Physical Education, two of which are in Personal-Community Health.

PROFESSIONAL EDUCATION

The specific requirements in professional education are described in terms of academic and professional areas.

Philosophy (3 semester hours). The required course is: History and Philosophy of Education.

Psychology (6 semester hours). The required courses are: Psychology of Childhood, 3 s. h.; Educational Measurement, 3 s. h.

Sociology (2 semester hours). The required course is: Introduction to Education.

Elementary Education (23 semester hours). The required courses are: Reading in the Elementary Curriculum, 3 s. h.; Language Arts, 2 s. h.; Science and Social Studies, 3 s. h.; Arithmetic, 3 s. h.; Art, 2 s. h.; Music, 3 s. h.; Health and Physical Education, 2 s. h.; Education of Exceptional Children, 3 s. h.; Seminar, 2 s. h.

Student Teaching (12 semester hours). The required course is: Student Teaching in the Elementary School.

BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY
EDUCATION

FRESHMAN YEAR

Fall Semester

							Sem. Hrs.
Eng.	101	English Composition	.	.	.	.	3
Eng.	102	Fundamentals of Speech	.	.	.	.	1
Art	101	Aesthetics and Art Criticism	.	.	.	.	3
His.	101	History of Western Civilization	.	.	.	.	3
Geo.	101	Principles of Geography	.	.	.	.	3
Bio.	101	General Biology	.	.	.	.	3
Hpe.	101	Physical Education	.	.	.	.	$\frac{1}{2}$
							$16\frac{1}{2}$

Spring Semester

							Sem. Hrs.
Eng.	103	Fundamentals of Speech	.	.	.	.	1
Eng.	111	Literary Heritage I	.	.	.	.	3
Mus.	101	Music Appreciation	.	.	.	.	3
His.	102	History of Western Civilization	.	.	.	.	3
Bio.	102	General Biology	.	.	.	.	3
Mat.	101	General Mathematics	.	.	.	.	3
Hpe.	102	Physical Education	.	.	.	.	$\frac{1}{2}$
							$16\frac{1}{2}$

N. B. Freshman Orientation required one hour a week for both semesters.

SOPHOMORE YEAR

Fall Semester

							Sem. Hrs.
Eng.	104	Speech in Education	.	.	.	.	1
Eng.	112	Literary Heritage II	.	.	.	.	3
His.	104	United States History	.	.	.	.	3
Soc.	101	Principles of Sociology	.	.	.	.	3
Sci.	101	Physical Science	.	.	.	.	3
Hpe.	103	Physical Education	.	.	.	.	$\frac{1}{2}$
Edu.	301	Introduction to Education	.	.	.	.	2
							$15\frac{1}{2}$

Spring Semester

							Sem. Hrs.
Eng.	113	Literary Heritage III	.	.	.	.	3
Gov.	101	United States Government	.	.	.	.	3
Sci.	102	Physical Science	.	.	.	.	3
Psy.	101	General Psychology	.	.	.	.	3
Hpe.	104	Personal — Community Health	.	.	.	.	2
Edu.	302	Psychology of Childhood	.	.	.	.	3

BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY
EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Edu. 311	Reading in the Elementary Curriculum	3
Edu. 312	Language Arts in the Elementary Curriculum	2
Edu. 313	Science and Social Studies in the Elementary Curriculum	3
Edu. 314	Arithmetic in the Elementary Curriculum	3
Edu. 315	Art in the Elementary Curriculum	2
Edu. 316	Music in the Elementary Curriculum	3
Edu. 317	Health and Physical Education in the Elementary Curriculum	2
Edu. 319	Observation in the Elementary School	0
		18

Spring Semester

Edu. 321	Student Teaching in the Elementary School	12
		12

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Phl. 101	Introduction to Philosophy	3
	Elective	3
	Elective	3
Hpe. 105	Standard First Aid	½
Edu. 351	Educational Seminar	2
Edu. 352	Education of Exceptional Children	3
		14½

Spring Semester

Geo. 102	Economic Geography	3
	Elective	3
	Elective	3
Edu. 353	Educational Measurement	3
Edu. 355	History and Philosophy of Education	3
		15

125 semester hours required
for the B.S.Ed. degree.

BACHELOR OF ARTS

CONCENTRATION: TEACHING OF ENGLISH

This program is planned for students who are interested in a career in teaching English in the public secondary schools. Teaching in the secondary school demands that an individual be far more than a specialist in subject matter. First, he must have a broad knowledge of the cultural history of man; second, he must possess a thorough background in his chosen academic field of English; and third, he must understand and be capable of assuming leadership of youth.

CURRICULUM DESIGN

The curriculum for this degree provides a broad general education, a concentration in English, and professional education. In the latter, the prospective teacher acquires knowledge of the philosophic and scientific bases of education, and develops criteria for the selection of relevant ideas in his academic discipline and ways of organizing and presenting them effectively.

The plan of studies may be summarized by the following general requirements.

General Education	54 semester hours
Health and Physical Education	2 semester hours
Modern Language	12 semester hours
Concentration in English . .	38 semester hours
Professional Education . . .	21 semester hours.
Total	127 semester hours

GENERAL EDUCATION

The specific requirements in general education are presented in terms of the academic disciplines.

English (6 semester hours). The required courses are: English Composition, 3 s. h.; Fundamentals of Speech, 2 s. h.; Speech in Education, 1 s. h.

Humanities (12 semester hours). The required courses are: Literary Heritage I, 3 s. h.; Aesthetics and Art Criticism, 3 s. h.; Music Appreciation, 3 s. h.; Introduction to Philosophy, 3 s. h.

Social Sciences (21 semester hours). The required courses are: History of Western Civilization, 6 s. h.; Cultural, Economic, and Political History of the United States, 6 s. h.; United States Government, 3 s. h.; Principles of Sociology, 3 s. h.; Elective in history, 3 s. h.

Natural Sciences (9 semester hours). The required courses are: General Biology, 6 s. h.; General Mathematics, 3 s. h.

Psychology (3 semester hours). The required course is: General Psychology.

Elective (3 semester hours). Individual selection is made from courses offered in literature, fine arts, philosophy.

Two semester hours are required in Health and Physical Education.

MODERN LANGUAGE

French (12 semester hours). The required courses are: French Civilization, 6 s. h.; French Literature, 6 s. h.

CONCENTRATION IN ENGLISH

The specific requirements in English are:

English language (5 semester hours). The required courses are: History of the English Language, 3 s. h.; Advanced Composition, 2 s. h.

English history (6 semester hours). The required course is: History of England.

Literature (27 semester hours). The required courses are: Types of Literature, 3 s. h.; British Writers I, II, 6 s. h.; American Writers I, II, 6 s. h.; Shakespeare, 3 s. h.; Electives, 9 s. h.

PROFESSIONAL EDUCATION

The specific requirements in professional education are described in terms of academic and professional areas.

Philosophy (3 semester hours). The required course is: History and Philosophy of Education.

Psychology (6 semester hours). The required courses are: Psychology of Adolescence, 3 s. h.; Educational Measurement, 3 s. h.

Teaching of English (6 semester hours). The required courses are: Curriculum and Teaching of English, 3 s. h.; Principles of Secondary Education, 3 s. h.

Student Teaching (6 semester hours). The required course is: Student Teaching of English in the Secondary School.

BACHELOR OF ARTS: TEACHING OF ENGLISH

FRESHMAN YEAR

Fall Semester

							Sem. Hrs.
Eng.	101	English Composition	.	.	.	.	3
Eng.	102	Fundamentals of Speech	.	.	.	.	1
His.	101	History of Western Civilization	.	.	.	.	3
Bio.	101	General Biology	.	.	.	.	3
Mat.	101	General Mathematics	.	.	.	.	3
Frn.	201	French Civilization	.	.	.	.	3
Hpe.	101	Physical Education	.	.	.	.	$\frac{1}{2}$
							$16\frac{1}{2}$

Spring Semester

							Sem. Hrs.
Eng.	103	Fundamentals of Speech	.	.	.	.	1
Eng.	111	Literary Heritage I	.	.	.	.	3
His.	102	History of Western Civilization	.	.	.	.	3
Bio.	101	General Biology	.	.	.	.	3
Eng.	211	Types of Literature	.	.	.	.	3
Frn.	202	French Civilization	.	.	.	.	3
Hpe.	102	Physical Education	.	.	.	.	$\frac{1}{2}$
							$16\frac{1}{2}$

N. B. Freshman Orientation required one hour a week for both semesters.

SOPHOMORE YEAR

Fall Semester

							Sem. Hrs.
Eng.	104	Speech in Education	.	.	.	.	1
Mus.	101	Music Appreciation	.	.	.	.	3
Eng.	212	British Writers I	.	.	.	.	3
Eng.	214	American Writers I	.	.	.	.	3
Frn.	203	French Literature	.	.	.	.	3
His.	201	History of England	.	.	.	.	3
Hpe.	103	Physical Education	.	.	.	.	$\frac{1}{2}$
							$16\frac{1}{2}$

Spring Semester

							Sem. Hrs.
Psy.	101	General Psychology	.	.	.	.	3
Eng.	213	British Writers II	.	.	.	.	3
Eng.	215	American Writers II	.	.	.	.	3
Frn.	204	French Literature	.	.	.	.	3
His.	202	History of England	.	.	.	.	3
Edu.	331	Principles of Secondary Education	.	.	.	.	3
							18

BACHELOR OF ARTS: TEACHING OF ENGLISH

JUNIOR YEAR

Fall Semester						Sem. Hrs.
Gov. 101	United States Government	.	.	.	.	3
Phl. 101	Introduction to Philosophy	.	.	.	.	3
Eng. 216	Shakespeare	.	.	.	.	3
His. 203	Cult., Econ., Polit. History of the U. S.	.	.	.	.	3
Edu. 303	Psychology of Adolescence	.	.	.	.	3
Edu. 354	Educational Measurement	.	.	.	.	3
						18

Spring Semester						Sem. Hrs.
Art 101	Aesthetics and Art Criticism	.	.	.	.	3
	Elective	.	.	.	.	3
Eng. 201	History of the English Language	.	.	.	.	3
Eng.	Elective	.	.	.	.	3
His. 204	Cul., Econ., Polit. History of the U. S.	.	.	.	.	3
Edu. 332	Curr. and Teaching of English	.	.	.	.	3
Edu. 339	Observation in Secondary School	.	.	.	.	0
						18

SENIOR YEAR

Fall Semester						Sem. Hrs.
Eng. 202	Advanced English Composition	.	.	.	.	2
Edu. 341	Student Teaching	.	.	.	.	6
						8

Spring Semester						Sem. Hrs.
Soc. 101	Principles of Sociology	.	.	.	.	3
Hpe. 105	Standard First Aid	.	.	.	.	½
Eng.	Elective	.	.	.	.	3
Eng.	Elective	.	.	.	.	3
His.	Elective	.	.	.	.	3
Edu. 355	History and Philosophy of Education	.	.	.	.	3
						15½

127 semester hours required
for the A.B. degree.

BACHELOR OF ARTS

CONCENTRATION: TEACHING OF BIOLOGY

This program is designed for students who wish to prepare for a career in teaching biology in the public secondary schools. Teaching in the secondary school demands that an individual be far more than a specialist in subject matter. Not only must the teacher of biology be a competent scientist, but he must also be an educated man in the sense of possessing a sound, general knowledge of broad areas of human concern. In addition, he must have a thorough understanding of the youth he is to teach and of the principles underlying competent instruction.

CURRICULUM DESIGN

The curriculum for this degree provides for general education, a concentration in biology, and professional education. This last enables the student to acquire an understanding of the philosophical and psychological foundations of education and to develop skill and judgment in teaching in his academic field.

The following summarizes the general requirements of this program.

General Education	55 semester hours
Health and Physical Education	2 semester hours
Modern Language	12 semester hours
Concentration in Biology . . .	47 semester hours
Professional Education	18 semester hours
Total	134 semester hours

GENERAL EDUCATION

The specific requirements in general education are presented in terms of the academic disciplines.

English (5 semester hours). The required courses are: English Composition, 3 s. h.; Fundamentals of Speech, 2 s. h.

Humanities (15 semester hours). The required courses are: Literary Heritage I, II, III, 9 s. h.; Music Appreciation, 3 s. h.; Introduction to Philosophy, 3 s. h.

Social Sciences (15 semester hours). The required courses are: History of Western Civilization, 6 s. h.; United States History, 3 s. h.; United States Government, 3 s. h.; Principles of Sociology, 3 s. h.

Natural Sciences (14 semester hours). The required courses are: General Physics, 8 s. h.; Mathematical Analysis, 6 s. h.

Psychology (3 semester hours). The required course is: General Psychology.

Elective (3 semester hours). Individual selection is made from courses offered in literature, fine arts, philosophy.

Two semester hours are required in Health and Physical Education.

MODERN LANGUAGE

French (12 semester hours). The required courses are: French Civilization, 6 s. h.; French Literature, 6 s. h.

CONCENTRATION IN BIOLOGY

The specific requirements in this concentration are:

Biology (35 semester hours). The required courses are: Zoology, 4 s. h.; Botany, 4 s. h.; Comparative Anatomy, 4 s. h.; Invertebrate Zoology, 4 s. h.; Human Physiology, 3 s. h.; Microbiology, 3 s. h.; Histology, 3 s. h.; Genetics, 3 s. h.; Embryology, 3 s. h.; Biology Research, 2 s. h.; Biology Seminar, 2 s. h.

Chemistry (12 semester hours). The required courses are: General Chemistry, 8 s. h.; Organic Chemistry, 4 s. h.

PROFESSIONAL EDUCATION

The specific requirements in professional education are described in terms of academic and professional areas.

Philosophy (3 semester hours). The required course is: History and Philosophy of Education.

Psychology (3 semester hours). The required course is: Psychology of Adolescence.

Teaching of Biology (6 semester hours). The required courses are: Curriculum and Teaching of Biology, 3 s. h.; Principles of Secondary Education, 3 s. h.

Student Teaching (6 semester hours). The required course is: Student Teaching of Biology in the Secondary School.

BACHELOR OF ARTS: TEACHING OF BIOLOGY

FRESHMAN YEAR

Fall Semester

							<i>Sem. Hrs.</i>
Eng. 101	English Composition	.	.	.	.	.	3
Eng. 102	Fundamentals of Speech	.	.	.	.	.	1
Frn. 201	French Civilization	.	.	.	.	.	3
Bio. 201	Zoology	.	.	.	.	.	4
Chm. 201	General Chemistry	.	.	.	.	.	4
Mat. 201	Mathematical Analysis	.	.	.	.	.	3
Hpe. 101	Physical Education	.	.	.	.	.	½
							$18\frac{1}{2}$

Spring Semester

							<i>Sem. Hrs.</i>
Eng. 103	Fundamentals of Speech	.	.	.	.	.	1
Eng. 111	Literary Heritage I	.	.	.	.	.	3
Frn. 202	French Civilization	.	.	.	.	.	3
Bio. 202	Botany	.	.	.	.	.	4
Chm. 202	General Chemistry	.	.	.	.	.	4
Mat. 202	Mathematical Analysis	.	.	.	.	.	3
Hpe. 102	Physical Education	.	.	.	.	.	½
							$18\frac{1}{2}$

N. B. Freshman Orientation required one hour a week for both semesters.

SOPHOMORE YEAR

Fall Semester

							<i>Sem. Hrs.</i>
Eng. 112	Literary Heritage II	.	.	.	.	.	3
Frn. 203	French Literature	.	.	.	.	.	3
Bio. 203	Comparative Anatomy	.	.	.	.	.	4
Chm. 203	Organic Chemistry	.	.	.	.	.	4
Phy. 201	General Physics	.	.	.	.	.	4
Hpe. 103	Physical Education	.	.	.	.	.	½
							$18\frac{1}{2}$

Spring Semester

							<i>Sem. Hrs.</i>
Eng. 113	Literary Heritage III	.	.	.	.	.	3
Mus. 101	Music Appreciation	.	.	.	.	.	3
Frn. 204	French Literature	.	.	.	.	.	3
Bio. 204	Invertebrate Zoology	.	.	.	.	.	4
Phy. 202	General Physics	.	.	.	.	.	4
							17

BACHELOR OF ARTS: TEACHING OF BIOLOGY

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
His. 101	History of Western Civilization	. . . . 3
Psy. 101	General Psychology	. . . . 3
Bio. 205	Human Physiology	. . . . 3
Bio. 206	Microbiology	. . . . 3
Edu. 331	Principles of Secondary Education	. . . . 3
		15

<i>Spring Semester</i>		<i>Sem. Hrs.</i>
His. 102	History of Western Civilization	. . . . 3
Phl. 101	Introduction to Philosophy	. . . . 3
Bio. 207	Histology	. . . . 3
Edu. 303	Psychology of Adolescence	. . . . 3
Edu. 333	Teaching Secondary School Science	. . . . 3
Edu. 339	Observation in Secondary School	. . . 0
		15

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
His. 104	United States History	. . . . . 3
Bio. 208	Genetics	. . . . . 3
Bio. 209	Embryology	. . . . . 3
Bio. 211	Biology Research	. . . . . 2
Edu. 342	Student Teaching	. . . . . 6
		17

<i>Spring Semester</i>		<i>Sem. Hrs.</i>
Gov. 101	United States Government	. . . . . 3
Soc. 101	Principles of Sociology	. . . . . 3
	Elective	. . . . . 3
Hpe. 105	Standard First Aid	. . . . . $\frac{1}{2}$
Bio. 212	Biology Seminar	. . . . . 2
Edu. 355	History and Philosophy of Education	. . . . . 3
		$14\frac{1}{2}$

134 semester hours required
for the A.B. degree.

BACHELOR OF MUSIC EDUCATION

This degree program is offered for men and women who wish to teach and supervise music in the public elementary and secondary schools. Concentration in this field presupposes aptitude and interest in music. Though the teacher of music is concerned with a specialized area of knowledge, it is highly important that he possess a broad cultural background. This he needs not only as an educated person but also as a teacher who must view the teaching of music within a broad context of knowledge and human experience.

CURRICULUM DESIGN

The program provides a background in general education, concentration in music theory and applied music, and professional education. The plan of studies includes the following general requirements.

General Education	44 semester hours
Health and Physical Education	2 semester hours
Music Theory	18 semester hours
Applied Music	30 semester hours
Professional Education . . .	30 semester hours
Total	124 semester hours

GENERAL EDUCATION

The specific requirements in general education are presented in terms of the academic disciplines.

English (5 semester hours). The required courses are: English Composition, 3 s. h.; Fundamentals of Speech, 2 s. h.

Humanities (18 semester hours). The required courses are: Literary Heritage I, II, III, 9 s. h.; Aesthetics and Art Criticism, 3 s. h.; Music History and Literature I and II, 6 s. h.

Social Sciences (9 semester hours). The required courses are: Modern European History, 3 s. h.; United States History and Government, 3 s. h.; Principles of Sociology, 3 s. h.

Natural Sciences (6 semester hours). The required courses are: Development of Scientific Thought, 3 s. h.; General Mathematics, 3 s. h.

Psychology (3 semester hours). The required course is: General Psychology.

Elective (3 semester hours). Individual selection is made from courses offered in literature, fine arts, philosophy.

Two semester hours are required in Health and Physical Education.

CONCENTRATION IN MUSIC

The specific requirements in music are:

Music Theory (18 semester hours). The required courses are: Theory I: Sight Singing and Advanced Sight Singing, 6 s. h.; Theory II: Diatonic and Chromatic Harmony, 6 s. h.; Theory III: Orchestration, 3 s. h.; Theory IV: Counterpoint, 3 s. h.

Applied Music (30 semester hours). The required courses are: Instrumental Techniques: String, Woodwind, Percussion, Brass, Instrumental Conducting, 10 s. h.; Choral Techniques: Elementary Conducting, Advanced Choral Conducting, Vocal and Choral Techniques, 12 s. h.; Keyboard Techniques: Piano, 6 s. h.; Solo Techniques: Recital Class 2 s. h.

PROFESSIONAL EDUCATION

The specific requirements in professional music education are:

Philosophy (3 semester hours). The required course is: History and Philosophy of Education.

Psychology (3 semester hours). The required course is: Psychology of Childhood and Adolescence.

Sociology (2 semester hours). The required course is: Introduction to Education.

Teaching and supervision (12 semester hours). The required courses are: Workshop in Education, 3 s. h.; Music in the Elementary School, 3 s. h.; Music in the Secondary School, 3 s. h.; Supervision of Music Education, 3 s. h.

Student Teaching (10 semester hours). The required courses are: Student Teaching (of music) in the Elementary School, 5 s. h.; Student Teaching in the Secondary School, 5 s. h.

BACHELOR OF MUSIC EDUCATION

FRESHMAN YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Eng. 101	English Composition	3
Eng. 102	Fundamentals of Speech	1
Art 101	Aesthetics and Art Criticism	3
His. 103	Modern European History	3
Mus. 211	Theory I	3
Mus. 221	Instrumental Class: String	2
Mus. 241	Functional Piano	1
Mus. 261	Ensemble	0
Hpe. 101	Physical Education	½
		<hr/>
		16½

Spring Semester

Eng. 103	Fundamentals of Speech	1
Eng. 111	Literary Heritage I	3
Mat. 101	General Mathematics	3
Psy. 101	General Psychology	3
Mus. 212	Theory I	3
Mus. 222	Instrumental Class: Woodwind	2
Mus. 242	Functional Piano	1
Mus. 262	Ensemble	0
Hpe. 102	Physical Education	½
		<hr/>
		16½

N. B. Freshman Orientation required one hour a week for both semesters.

SOPHOMORE YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Eng. 112	Literary Heritage II	3
Mus. 201	Music History and Literature	3
Mus. 213	Theory II	3
Mus. 223	Instrumental Class: Percussion	2
Mus. 224	Instrumental Class: Brass	2
Mus. 243	Functional Piano	1
Mus. 263	Ensemble	0
Edu. 301	Introduction to Education	2
Hpe. 103	Physical Education	½
		<hr/>
		16½

Spring Semester

Eng. 113	Literary Heritage III	3
Mus. 202	Music History and Literature	3
Mus. 214	Theory II	3
Mus. 231	Elementary Conducting	3
Mus. 244	Functional Piano	1
Mus. 264	Ensemble	0
Edu. 304	Psychology of Childhood and Adolescence	3
		<hr/>

BACHELOR OF MUSIC EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>						<i>Sem. Hrs.</i>
Mus. 215	Theory III	.	.	.	.	3
Mus. 232	Advanced Conducting	.	.	.	.	3
Mus. 233	Vocal and Choral Techniques	.	.	.	.	3
Mus. 245	Functional Piano	.	.	.	.	1
Mus. 265	Ensemble	.	.	.	.	0
Mus. 301	Music in the Elementary School	.	.	.	.	3
Edu. 337	Workshop in Education	.	.	.	.	3
						16

Spring Semester

Mus. 225	Instrumental Conducting	.	.	.	.	2
Mus. 234	Vocal and Choral Techniques	.	.	.	.	3
Mus. 246	Functional Piano	.	.	.	.	1
Mus. 266	Ensemble	.	.	.	.	0
Mus. 302	Music in the Secondary School	.	.	.	.	3
Mus. 311	Student Teaching: Music, Elem. School	.	.	.	.	5
						14

SENIOR YEAR

<i>Fall Semester</i>						<i>Sem. Hrs.</i>
His. 105	U. S. History and Government	.	.	.	.	3
	Elective	.	.	.	.	3
Mus. 251	Major Performance: Recital Class	.	.	.	.	1
Mus. 267	Ensemble	.	.	.	.	0
Mus. 312	Student Teaching: Music, Sec. School	.	.	.	.	5
Edu. 355	History and Philosophy of Education	.	.	.	.	3
						15

Spring Semester

Soc. 101	Principles of Sociology	.	.	.	.	3
Sci. 103	Development of Scientific Thought	.	.	.	.	3
Hpe. 105	Standard First Aid	.	.	.	.	½
Mus. 216	Theory IV	.	.	.	.	3
Mus. 252	Major Performance: Recital Class	.	.	.	.	1
Mus. 268	Ensemble	.	.	.	.	0
Mus. 303	Supervision of Music Education	.	.	.	.	3
						13½

124 semester hours required
for the B.Mu.Ed. degree.



ADMISSION POLICIES

The admission policy of the College is selective in nature and is directed toward securing men and women who show evidence of possessing the capacity and desire for intellectual growth and who present reasonable assurance that they will pursue successfully the degree program of their choice.

In evaluating candidates, the following criteria are considered: the high school record, including academic grades, the recommendation of the principal or guidance director, and ratings of personal characteristics; the scores obtained in the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board; information gained from a personal interview; and the medical and health report of the candidate's personal physician and of the college physician.

ADMISSION REQUIREMENTS

Every applicant for admission is required to take the College Entrance Examination Board Scholastic Aptitude Test and three Achievement Tests, one of which must be in English. The other two Achievement Tests must be appropriate to the candidate's field of major interest. An applicant for admission to any program leading to the Bachelor of Arts degree must take one Achievement Test in a foreign language. The candidate should direct the Board to report his scores to the Director of Admissions of this College.

To be eligible for admission, an applicant must have completed a high school course of study leading to a diploma, or its equivalent preparation.

He must have completed sixteen units accepted by the high school in fulfillment of its graduation requirements or must present evidence of equivalent preparation. These sixteen units must include the following: English (through grade twelve), four units; American history and government, one unit; algebra, one unit; geometry, one unit; and biology or physics or chemistry, one unit. In addition, a candidate applying for admission to a program leading to a Bachelor of Arts degree must present at least two units in a foreign language.

The sixteen units must be so distributed that the number offered, including the prescribed units, shall not be more than four units in any of the following fields: English, social studies, mathematics, science; not be more than seven units in foreign languages (no credit for less than two units of any one language); not be more than two units in any of the following fields: fine arts, business subjects, industrial arts, home economics; not be more than one unit in physical education. One additional unit beyond the maximum stated may be granted in music to applicants for admission to the program leading to the Bachelor of Music Education degree.

With these requirements, an academic evaluation is made of the high school record and the score on the Scholastic Aptitude Test. On the high school record, a grade of *A* is equated four points; *B*, three points; *C*, two points; and *D*, one point. An applicant must have a successful record on the Scholastic Aptitude Test of the College Entrance Examination Board. Candidates who meet these criteria will be admitted provided they also meet the requirements listed below.

The candidate for admission must be in good physical condition and free from disease, infirmity, or other defect. A statement from the applicant's personal physician and examination by the college physician are required evidences in this regard.

Recommendations relative to personal characteristics and moral character are required and must, in the judgment of the President, warrant the admission of the applicant. A personal interview by faculty members of the College is required of each candidate. The results of this interview and the recommendation of the high school principal or guidance director will be considered in determining the fitness of the applicant.

Candidates for admission to the program leading to the Bachelor of Music Education degree, in addition to meeting the requirements stated above, are required to pass a Music Aptitude Test and demonstrate ability in music. This test is administered at the College on several dates during the academic year. Details in regard to this test and the dates on which it will be given may be obtained from the Director of Admissions.

If the number of applicants qualified for admission exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined by the academic evaluation described above. Vacancies will be filled from the established list. A new waiting list will be compiled after each administration of the College Entrance Examination Board tests.

PROCEDURES FOR ADMISSION

A candidate must observe the following procedures in applying for admission. All credentials should be sent to the Director of Admissions.

Application for admission must be made on a form provided by the College. A transcript of the applicant's high school record, including at least the first quarter of the senior year, on a form entitled *High School Record* which includes ratings of personal characteristics should be sent directly by the high school principal or guidance director. Records submitted by candidates themselves are not considered official.

The applicant must take the College Entrance Examination Board Scholastic Aptitude Test and the three required Achievement Tests, preferably by March of the senior year. The Board will report the test scores directly to the College. Detailed information concerning the tests and the dates throughout the year on which they will be given may be secured from the Director of Admissions, the high school principal or guidance director, or directly from Educational Testing Service, Princeton, New Jersey.

Following receipt of the application form, transcript of the high school record, and scores on the Scholastic Aptitude and Achievement Tests, the Director of Admissions will arrange an appointment for the personal interview of the applicant.

Upon notification of acceptance of admission, a candidate is required to pay the registration fee of \$20.00 within fifteen days. This fee reserves a place in the class. In fairness to qualified applicants on the waiting list, a reservation cannot be made for an accepted candidate who fails to pay the registration fee.

After an applicant has been officially notified that he has been accepted for admission, he is required to submit the statement of his health and physical condition completed by his personal physician.

ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing and seeking transfer of credits from other colleges and universities must meet the general admissions requirements and must submit official transcripts and letters of recommendation from the deans of all post-secondary institutions attended.

ADMISSION TO PROFESSIONAL EDUCATION

Admission of a student to the Professional Education program of any curriculum leading to a degree in teaching may be granted at the completion of his sophomore year.

The Faculty Scholastic Committee requires evaluations of candidates for professional education programs. Faculty members in whose courses these students are enrolled submit an evaluation based on the intellectual ability, competence in oral and written communication, emotional stability, and moral character of each candidate.

On the basis of these evaluations and the college policy on academic standing, students are granted or denied admission to a professional education program.



ACADEMIC POLICIES

GRADING SYSTEM

The College is organized on the semester basis. Credits earned for successful completion of a course are expressed in semester hours. One semester hour means approximately one hour of class work and two hours of preparation per week (laboratory and similar courses are an exception).

The quality of the student's work in a course is reported and officially recorded by letters and quality point values as follows: *A*, 4.0 — 4.9; *B*, 3.0 — 3.9; *C*, 2.0 — 2.9; *D*, 1.0 — 1.9; *E*, 0. The letter grade is used with plus or minus where appropriate.

A grade of *A* indicates that the quality of the work done by the student is superior. *B* indicates work which has distinction. *C* indicates work which is satisfactory. *D* indicates work which is passing but unsatisfactory. *E* means failure. *Inc.* (Incomplete) means that course requirements have not been completed. Incomplete grades must be made up within eight weeks after the opening of the following semester. No course may be marked *Incomplete* unless eighty per cent of the work has been done at the time of discontinuance.

A report of the grades received in courses is issued in writing to the parents of freshmen and to all upperclass students directly at the end of each semester.

ACADEMIC STANDING

Academic standing and eligibility for a degree are determined by the quality of the student's work. To remain in satisfactory academic standing, a student must maintain a quality point average of 2.0 or better.

The quality point average is an index to the overall quality of a student's academic work. It is the ratio of the total number of quality point values earned in courses to the total number of semester hours credit which these courses represent. The number of quality points which a student receives in a course is determined by multiplying the number of semester hours credit which the course carries by the quality point value received as a grade for the course, e. g., a six semester hour course with a grade or quality point value of 4.0 has twenty-four quality points. The quality point average is computed by dividing the total number of quality points for all courses by the corresponding total number of semester hours.

The quality point average is determined at the end of each semester. Students with an average of less than 1.5 at the end of any semester may be dismissed from the College. They may be

permitted to re-enter only with the permission of the Director of State Colleges on the recommendation of the President for such reasons as illness, home difficulties, or similar circumstances.

A quality point average of 2.0 is required for advancement to sophomore, junior, or senior standing and for the baccalaureate degree. Students with an average of less than 2.0 at the end of any year are dismissed from the College. They may be permitted to re-enter and to repeat the year only if permission to do so is granted by the Director of State Colleges on the recommendation of the President for such reasons as illness, home difficulties, or similar circumstances.

COURSE DEFICIENCIES

To remain in good academic standing, a student must not only maintain a quality point average of 2.0 or better but must also pass every course. When a student receives a failure in any course, the grade of *E* can never be removed from the record. If the failure occurs in a prescribed course, he must repeat and pass it; if in an elective course, he must repeat it successfully or take and pass an approved alternate course. In either case, the course must be taken in an approved summer session or, when possible, during the regular academic year. Continuing courses, in which *E* grades have been received, must be successfully repeated before the student may take advanced work.

The grade for a repeated or alternate course will be recorded in the college records as follows: *Repeated or alternate* (name of course) *passed at* (name of college) *with a grade of . . .*

The quality point average made at the end of each semester is not affected, excepting when permission to repeat the year is granted, by grades in courses subsequently taken and passed.

ACADEMIC HONORS

A Dean's List, which contains the names of students who deserve special mention for superior scholarship, is published semi-annually. It is composed of the upper ten per cent of students enrolled in each of the degree curricula, compiled for each of the four classes.

Honors are awarded at Commencement. Degrees are conferred *cum laude* upon seniors whose four year averages place them in the upper ten per cent of their class enrolled in each of the degree curricula. A Gold Key is awarded to each recipient of a *cum laude* degree.

A Silver Key is awarded at Commencement to four seniors. These awards are made by the Student Government Association.

Selection is based on outstanding qualities of character and leadership, and loyalty to the College.

DEGREE REQUIREMENTS

In order to qualify as a candidate for the A.B., B.S.Ed., or B.Mu.Ed. degree, a student must comply with the following regulations. He must:

Complete all the requirements of the degree curriculum in which he is registered, not only in terms of the semester hour credits but also of the courses required in that curriculum.

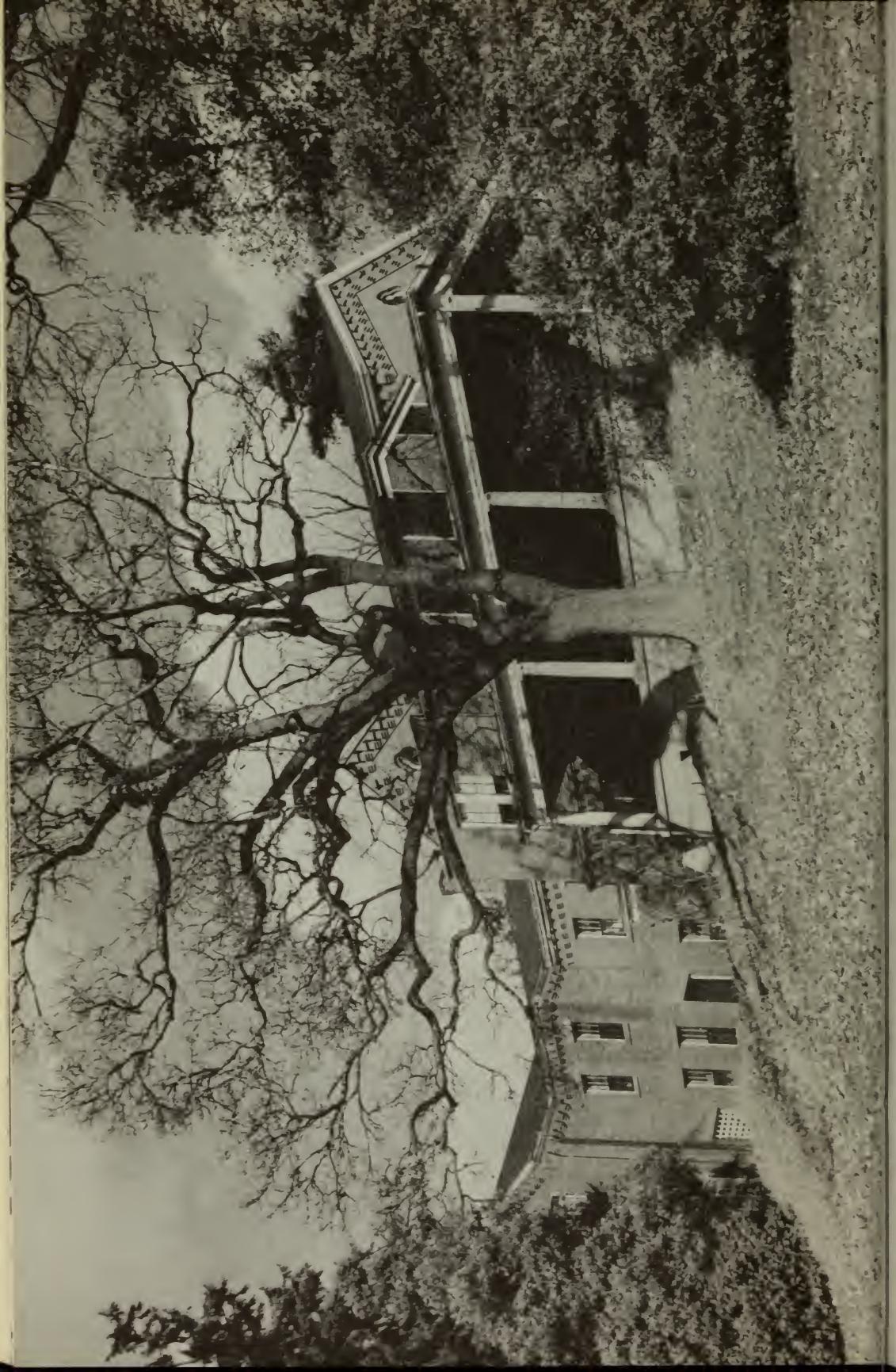
Maintain an academic standing or quality point average of 2.0 or better for each of the four years and pass every course required for the degree.

Fulfill the residence requirement of at least one year of full-time study (a minimum of thirty semester hours) and be in residence in the academic year immediately preceding the Commencement at which the degree is to be conferred.

Discharge in full all financial obligations to the College.

WITHDRAWAL FROM THE COLLEGE

Students desiring to withdraw from the College are required to make arrangements for a conference with the Dean of Men or the Dean of Women. If, for any reason, it is not possible to confer with the respective dean, the student must submit a written notification of withdrawal. Notice of withdrawal is required in order that the student's permanent record may be properly completed. When withdrawal occurs during the course of any semester, failure to comply with this regulation will mean that a failing grade for every course in which the student is enrolled will be entered on the official record.



PERSONNEL SERVICES

While the primary concern of the College is to provide an effective intellectual environment for the student, it subscribes to the belief that other facets of the individual's development are of equal importance. It is aware of its obligation to assist in the growth of the student as a person and to provide services which contribute to such development.

COUNSELING

The counseling of students in both academic and personal problems is the particular responsibility of the Dean of Women and the Dean of Men. Emphasis is placed on assisting the student to become a stable, mature person capable of analyzing his problems objectively and of making intelligent decisions.

An informal aspect of guidance appears in the role of the faculty member who is selected by each class and serves as adviser to the class. In this capacity, he guides the needs of the individual class members.

A planned program assists freshman students in becoming oriented to academic and social life at the College. This is initiated during Freshman Week which precedes the opening of the academic year. At this time, entering students become acquainted with the campus, their fellow students, and the general environment of the College. They also take placement tests and attend conferences. The Student Government Association assists by providing social and recreational functions and by discussing student activities, privileges, and responsibilities.

This initial guidance continues in a series of required weekly meetings throughout the year. The plan for these meetings is quite flexible and is developed according to the particular needs of the class. The Dean of Women serves as course coordinator. Supplementary individual conferences with freshman students are held.

STUDENT HEALTH SERVICES

The health of the students is the responsibility of the college medical adviser, a registered nurse, and members of the college health department. The purpose of this service is to provide as fully as possible on the campus educational health guidance and preventive health screening tests and services to all students, and medical attention in the event of an emergency. It in no way assumes the function of the student's personal physician or the responsibility of the parents for the health and medical care of the student. Hospitalization or medical treatment is obtained for the

student only upon the permission and at the expense of the parent. All students are required to have a physical examination by the college medical adviser every year. When the presence of a physical anomaly is revealed, students are advised in regard to the need for medical attention.

RESIDENT LIVING

Resident student living facilities include a residence hall for women, Presidents Hall, on the campus, and approved rooms in private homes off-campus. Men and women students are permitted to live only in those private residences which have been approved by the College. The selection of and financial agreement for off-campus housing is the personal responsibility of the student.

Women students living in Presidents Hall are under the general jurisdiction of the Dean of Women. They elect their own governing council the purpose of which is to establish policies and plan activities which will aid group living and promote the personal and social development of residents.

PLACEMENT SERVICES

The College maintains a Placement Office which disseminates information on positions available in teaching. Its purpose is to assist seniors in locating teaching positions and to be of service to officials of school systems seeking teaching personnel. Pertinent records and information are kept on all seniors who are candidates for degrees in teaching. Interviews are arranged between these students and representatives of public school systems. This office also provides information regarding graduate study, and graduate fellowships and scholarships.



STUDENT ACTIVITIES

Academic work is supplemented by a variety of extracurricular activities which contribute significantly to college life. These activities provide opportunity for recreation, expression of special interests, and the development of individual talents which might otherwise lie dormant. They also offer experiences in working with others and in acquiring qualities of leadership.

Education comes not alone from academic learning; it comes also from association with other students in situations which encourage independence, tolerance, and respect for the individual, essential attributes in a democratic society.

STUDENT GOVERNMENT ASSOCIATION

This assembly includes all students in the College. Its purpose is to promote self-government among its members, to provide for their diverse interests, and to develop awareness of their individual responsibilities as members of a college community.

The governing body is the Student Council, consisting of officers, elected by the entire student body, and representatives from each class. It meets weekly to conduct its business and supervise its program. The responsibilities of the Council include the allocation and the management of student finances, the development of policies relating to student welfare, and the planning, organizing, and coordinating of all student activities.

CAMPUS BOOKSTORE

A cooperative bookstore is operated by the Student Council for the convenience of students. It is located in Humanities Building adjacent to the student lounge.

PUBLICATIONS

CAMPUS STAR. The college newspaper is edited and managed by students who are interested in journalism. It is published bi-weekly to inform students of campus events and other matters of interest to them and to serve as a medium for the expression of student opinion.

PEGASUS. The college literary magazine is published semi-annually. Its purpose is to encourage students to participate in the arts of creative thinking and creative writing. The material selected for publication is chosen from art, poetry, fiction, non-fiction, music, or photography submitted by students and faculty.

THE KNOLL. Published annually, the yearbook is planned and directed by members of the senior class. Its purpose is to produce

a book of such quality as befits the permanent historical record of the senior class in pictorial and literary style. Within its pages are embodied the many and diverse personalities of the class it represents.

DRAMATICS

DRAMA CLUB. This organization offers opportunities for expression through the dramatic arts. Experiences in staging, lighting, and costuming, as well as performing, are available. It presents a variety of dramatic productions throughout the academic year.

MUSICAL ACTIVITIES

M. E. N. C. This is a student chapter of the Massachusetts Music Educators Association, affiliate of the Music Educators National Conference. Membership in this organization entitles one to a subscription of the Music Educators Journal. Members of this organization are active on the campus in college functions and in music conferences at the state and national levels. Each year, they present a major musical production.

JAZZ SOCIETY. Composed of students who are enthusiasts, this organization furthers music self-expression and presents jazz, concert-style, in private and public performances. It seeks to acquaint its members, both performing and associate, with a discriminating recognition of jazz, and to aid performing members in skillful rendition.

SPORTS ACTIVITIES

A broad program of intramural and individual sports provides opportunities for recreational participation by all students. This program exists for the benefit of the student and for the contribution it can make to his educational experience. Two organizations sponsor such a program for men and women respectively.

MEN'S ATHLETIC ASSOCIATION. The program which this organization offers includes a variety of intramural sports. Its members may participate in basketball, touch football, handball, volleyball, badminton, bowling, and golf. In addition, sports nights and social activities are sponsored by the group.

VARSITY SPORTS. A program of varsity sports for men students is also sponsored by the Men's Athletic Association. There are varsity teams in basketball and in baseball. The intercollegiate competition in these sports is undertaken on a home-and-away basis with a number of colleges in New England.

WOMEN'S RECREATIONAL ORGANIZATION. Recreational activities are the essence of the program. Its purpose is to promote a

high standard of wholesome living and sportsmanship, and a permanent interest in physical recreation. The emphasis is on playing rather than on winning, and upon intra-competition rather than on inter-competition. The recreational and sports program includes badminton, basketball, softball, volleyball, bowling, swimming, tennis, golf, and modern dance. A variety of social and recreational activities are also part of its diversified program.

RELIGIOUS ACTIVITIES

IONA FELLOWSHIP. The purpose is to provide for the spiritual needs of Protestant students united in a common desire to realize a full and creative life through a growing knowledge of God. This the members seek to achieve through worship, study, and action.

Meetings are held monthly in a local church under the direction of a chaplain. Membership is also open to students at Lowell Technological Institute.

NEWMAN CLUB. Designed to promote the spiritual needs of Catholic students and at the same time to extend their intellectual and social interests.

Joint meetings with the students of Lowell Technological Institute are held monthly under the direction of a chaplain. A planned program of lectures and discussion by the spiritual adviser and guest speakers is carried on throughout the academic year.

PHANAR CLUB. The name Phanar literally means a light or beacon. Membership in this group is open to Eastern Orthodox students from colleges in the Lowell area. Its purpose is to foster the spiritual and intellectual growth of its members and to help them achieve a fuller life through the perpetuation of Christian precepts.

Lectures and discussion by the spiritual advisers or guest speakers are provided at the monthly meetings.

FEES AND EXPENSES

TUITION FEE

The tuition fee is \$200.00 per academic year for students who are registered for full-time study and who are legal residents of Massachusetts.

For students who are studying on a full-time basis and who are non-residents of Massachusetts, the tuition fee is \$600.00 per year.

Students who are residents of Massachusetts and who are studying on a part-time basis pay a tuition fee for each course of \$7.00 per semester hour. Non-residents of the state in the same category are assessed a tuition fee of \$21.00 per semester hour.

REGISTRATION FEE

Each applicant for admission to the College must pay a registration fee of \$20.00 within fifteen days following notification of acceptance of admission. This fee is not refundable, but will be applied to the tuition fee of students who register.

ACTIVITIES FEE

Every student is required to pay an Activities fee of \$30.00 per year. This fee is not refundable. Payment of the Activities fee automatically confers membership in the Student Government Association. The treasurer of the Student Council is in charge of the collection of this fee. This fee is used for the financial support of student publications, recreational activities, varsity sports, and all social activities sponsored by the Student Government Association.

RESIDENCE FEE

The women's residence hall, Presidents Hall, is operated on a cooperative basis. The residence fee is approximately \$448.00 for the academic year. Of this, \$128.00 is the room charge and is payable to the College. The remaining \$320.00 is for meals and is payable to a separate cooperative fund.

Each applicant for a residence hall reservation must pay a deposit of \$25.00 within fifteen days of notification of admission to the residence hall. This deposit is credited toward the first bill for room charge and is not refundable if the student fails to register.

PAYMENT OF FEES

Students will be permitted the privilege of attending classes and use of the College facilities only after they have cleared their financial obligations, or have made satisfactory arrangements with the Dean for payment.

All fees are payable in advance, on or before the day of registration for each semester. The tuition fee is payable in two installments. Students, residents of Massachusetts, registered for full-time study must pay \$100.00 at the beginning of each semester. Those who live outside of Massachusetts must pay \$300.00 per semester. Students studying on a part-time basis pay in accordance with the schedule outlined above.

The Activities fee of \$30.00 is payable in full in September on the day of registration for the first semester.

The residence fee is payable in four installments. The room charge is paid as follows: \$25.00 deposit; \$7.00 on the day of registration in September; and \$32.00 on December 1, on February 1, and on April 1. The charge for meals is paid quarterly, \$80.00 on the opening day in September, on December 1, on February 1, and on April 1.

Checks or money orders in payment of the tuition fee, the registration fee, and the residence room fee should be made payable to *State College at Lowell*. Payment for the Activities fee should be made payable to *Student Activities Fund, State College at Lowell*; checks for the residence meal fee should be made payable to *Student Cooperative Fund*.

REFUNDS

Refunds for students withdrawing from the College within six weeks after the beginning of the semester will be based on the regularly established schedule of refunds, minus the registration fee and the activities fee.

OTHER EXPENSES

There are additional expenses for which the student should plan in estimating his total expenses for each year. These include the cost of textbooks at approximately \$70.00 per year, a regulation attire for physical education at approximately \$20.00 (purchased in the freshman year), class fees, and social activities. Non-resident students (those who commute to the College) should also include an estimate of expenses for noon meals and for daily transportation.

For students enrolled in the B.Mu.Ed. degree program, there may be additional expenses for vocal instruction and for instruments. Detailed information on this may be obtained from the College.

COURSES OF INSTRUCTION

Courses are numbered in accordance with the following scheme:

Nos. 101-199 General Education courses.

201-299 Required courses in an academic concentration.

301-399 Professional Education courses.

401-499 Elective courses.

001-002. ORIENTATION TO COLLEGE

Guidance is given in the development of skills both academic and social which facilitate adjustment to college life. The student is assisted in self appraisal through utilization of the results of the Freshman Orientation testing program. Through an overview of the curriculum design he is oriented to future professional experiences.

MARY E. MCGAUVRAN

Non-credit.

DEPARTMENT OF ART

DEMERRITTE A. HISCOE

LEO PANAS

ART 101. AESTHETICS AND ART CRITICISM

An introduction to major theories of art and aesthetics with critical analysis as the final objective.

To develop a critical attitude based upon recognized styles of art expression, various modes of sensory stimulation and sound techniques of analysis.

To understand and criticize certain works of art which are generally accepted as of major importance and to evaluate other works which may be found locally or in current periodicals.

DEMERRITTE A. HISCOE

Three semester hours.

ART 401. SURVEY OF ART HISTORY

To develop an understanding of sequential development of Western Art and an ability to identify national and period characteristics. The works of leading masters of painting, sculpture, and architecture are studied. Museum visits are required.

LEO PANAS

Three semester hours.

ART 402. RENAISSANCE AND ITALIAN PAINTING

This course presents an intimate study of the works of great masters such as DaVinci, Michelangelo, Giotto, Georgone, Titan, and others of the times. This period has long been considered one of man's greatest adventures in art.

LEO PANAS

Three semester hours.

ART 403. THE AMERICAN ARTIST AND HIS WORK

A study of the American artist and his work in relation to the society in which he lived. Special emphasis is placed upon painting, with supplementary reference to the minor arts and relevant social history. Visits to museums and local historic centers are required.

DEMERRITTE A. HISCOE

Three semester hours.

ART 404. ART MATERIALS AND TECHNIQUES

Creative experiment in the use of art materials, techniques, scientific information, and design are studied in relation to aesthetic expression. Emphasis is placed upon understanding rather than skill in production.

LEO PANAS

Three semester hours.

ART 405. CREATIVE DRAWING AND PAINTING

Planning, execution and discussion of comprehensive original projects in various media and techniques, analysis of contemporary trends in art and analysis of picture structure and interpretation of concepts, forms and symbols in the art of today. Student will create expressions with crayon, ink, paint, and various scrap materials.

LEO PANAS

Three semester hours.

ART 406. PRINTMAKING

This course offers the student an opportunity to study the various processes of graphic reproduction. Experience is gained through Linoleum Block Printing using original drawings and designs printed single or multi-color application. Designing, cutting and printing of blocks on paper and fabric is executed after sufficient research and examination of professional examples assures the student of a reasonably high standard in his creative endeavor.

LEO PANAS

Three semester hours.

DEPARTMENT OF EDUCATION

MARGUERITE L. GOURVILLE, Chairman

GERTRUDE M. CUNNINGHAM

ALICE G. KIERNAN

HELEN G. DRINAN

MARY E. McGAUVRAN

MARGARET R. SHANNON

Members of other departments who participate in the Professional Education Program:

WILLIAM R. FISHER

FRANCIS P. O'HARA

H. MARIE GARRITY

LEO PANAS

EDU. 301. INTRODUCTION TO EDUCATION

Designed to provide an overview of education relative to its function in American society and its purposes, levels, personnel, control, and finance. The approach utilizes discussion, analysis of student background of school experiences, observation of children, and visitation. Here the student receives guidance and professional counseling relevant to the choice he will make in student teaching the following year.

GERTRUDE M. CUNNINGHAM

MARGUERITE L. GOURVILLE

Two semester hours.

EDU. 302. PSYCHOLOGY OF CHILDHOOD

The findings of research in child development serve as operational guides in the study and understanding of the child in the elementary school. An exploration is made of the principles underlying the development of the physical, mental, moral, emotional, social, motor, language, and creative growth of the child. Emphasis is placed on change in the child and the relationship between the school and such change. Provision is made for the observation of children in elementary schools, in schools for exceptional children, and in group activities sponsored by social agencies.

ALICE G. KIERNAN

Three semester hours.

EDU. 303. PSYCHOLOGY OF ADOLESCENCE

A systematic study is made of the dynamics of behavior in adolescence and of changing attitudes and concepts. Attention is given to individual differences in development and performance as related to physical, social, psychological, and moral factors and to attendant problems. The implications of research are presented and are used as a basis for understanding and guiding this age group.

ALICE G. KIERNAN

Three semester hours.

EDU. 304. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE

A study is made of the principles underlying the physical, social, emotional, moral, and intellectual development of children and adolescents.

MARY E. MCGAUVRAN

Three semester hours.

**THE CHILD AND HIS CURRICULUM IN THE ELEMENTARY SCHOOL:
COURSE SEQUENCE**

The child and his development in the elementary school serves as a unifying core for the course sequence Edu. 311-319 which is designed for students majoring in Elementary Education and which they experience in the semester immediately preceding student teaching.

Guidance is directed toward student development of the ability to appraise, select, and apply effectively those instructional principles, procedures, and materials which contribute to the growth of the child in communicative and social understandings and abilities, quantitative and scientific concepts, healthful living, and creative expression. Throughout the course sequence, extensive use is made of audio-visual equipment and materials.

**EDU. 311. COMMUNICATIVE ARTS: READING IN THE
ELEMENTARY CURRICULUM**

The role of reading in the development of the child constitutes the basis for a critical analysis of fundamental issues and principles in the teaching of reading. Systematic consideration is given to all phases of the reading program. The contributions of research are evaluated in terms of their relation to basic principles and of their functional application.

MARGARET R. SHANNON

Three semester hours.

**EDU. 312. COMMUNICATIVE ARTS: LANGUAGE ARTS IN THE
ELEMENTARY CURRICULUM**

The focus of this course is the function of language in the development of the child, and the interrelationship which exists among the various phases of the language arts. Systematic consideration is given to the scope and sequence of the language program; primary emphasis is placed upon current practices in the development of the skills of listening, speaking, and writing.

ALICE G. KIERNAN

Two semester hours.

EDU. 313. SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY CURRICULUM

This course is planned to familiarize the student with the many opportunities for science and social studies experiences in the elementary school program through participation in experiments and audio-visual demonstrations and through the organization of units of work suitable to and effective at the maturation levels of children.

HELEN G. DRINAN

Three semester hours.

EDU. 314. ARITHMETIC IN THE ELEMENTARY CURRICULUM

The logical sequence in arithmetic is studied with emphasis placed upon the acquisition of important mathematical meanings and relationships. Concrete approaches to abstract concepts, facts, operations, and step processes are stressed. Attention is given to readiness, grouping, and manipulative materials.

HELEN G. DRINAN

Three semester hours.

EDU. 315. ART IN THE ELEMENTARY CURRICULUM

The psychology of children's creative art expression provides the base upon which this course is organized. Opportunity is provided for experience with a variety of art media which stimulate the creative ability of children and contribute to learning.

LEO PANAS

Two semester hours.

EDU. 316. MUSIC IN THE ELEMENTARY CURRICULUM

The emphasis of this course is placed on developing those understandings and skills necessary in teaching children through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating; and on developing a knowledge of and facility in the use of available materials.

WILLIAM R. FISHER

Three semester hours.

EDU. 317. HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY CURRICULUM

Experience is given in directing those games, rhythmical activities, singing games, posture and body mechanics which contribute to child growth. In the area of health education, emphasis is placed on the organization and content of health services, healthful living, and safety education.

H. MARIE GARRITY

Two semester hours.

**EDU. 319. OBSERVATION OF CHILDREN IN THE ELEMENTARY SCHOOL:
REQUIRED SUPPLEMENTARY EXPERIENCE**

The purposes, principles, and procedures developed in Edu. 311-317 give direction to observation experiences in the laboratory school classrooms and in other teaching-learning situations.

While emphasis is on the student's seeing normal classroom activities throughout the semester, he is guided to give special attention to a particular phase of the teaching-learning situation in each observation. College faculty members in the related field and the supervising teacher participate in the discussion following each observation.

MEMBERS OF THE EDUCATION DEPARTMENT

Non-credit.

EDU. 321. STUDENT TEACHING IN THE ELEMENTARY SCHOOL

Growth, experience, and responsibility in teaching are developed through a practicum in elementary schools under the supervision of qualified teachers and principals. These teaching experiences, increased gradually until full responsibility is attained, are offered full time for one semester for students majoring in Elementary Education.

Individual student guidance is further provided through observation, demonstration and counseling by college faculty members of the Education Department who are consultants in each of the curriculum areas.

These teaching experiences are provided in two campus elementary schools (public schools of the city of Lowell) and in other cooperating school systems.

MARGUERITE L. GOURVILLE

AND

MEMBERS OF THE EDUCATION DEPARTMENT Twelve semester hours.

EDU. 331. PRINCIPLES OF SECONDARY EDUCATION

With attention to the philosophy and development of American secondary education, this course deals with the factors that influence the goals, curricula, personnel, facilities, services, guidance, and evaluation of secondary schools.

GERTRUDE M. CUNNINGHAM

Three semester hours.

**EDU. 332. THE CURRICULUM AND TEACHING OF ENGLISH IN THE
SECONDARY SCHOOL**

An analysis is made of the objectives, content, and various methods and materials of teaching English in the secondary school.

Attention is given to the several phases of the English curriculum: literature, language arts, and developmental reading. The implications of various research studies in the teaching of English are examined.

FORTUNATA C. CALIRI

ROBERT J. FOY

Three semester hours.

**EDU. 333. THE CURRICULUM AND TEACHING OF SCIENCE IN
THE SECONDARY SCHOOL**

The purpose and content of the sciences as they contribute to education in the secondary school are examined in detail. A critical analysis is made of the methods and materials currently used in teaching science.

Three semester hours.

EDU. 337. WORKSHOP IN EDUCATION

The focus is on the individual problems of the music teacher in relation to the whole educational enterprise: staff and curriculum action, grades one through twelve.

Music specialists discover and define questions involving curriculum offerings in the schools, methods of grouping, guiding, and evaluating and reporting school progress.

Concurrently, students observe and confer with teachers and principals of nearby elementary and secondary schools.

GERTRUDE M. CUNNINGHAM

Three semester hours.

**EDU. 339. OBSERVATION OF STUDENTS IN THE SECONDARY SCHOOL:
REQUIRED SUPPLEMENTARY EXPERIENCE**

The observation experiences scheduled regularly throughout the semester preceding student teaching enable students to become familiar with teaching-learning situations in the secondary school. This program is so planned that students see the application of principles and procedures developed in Edu. 332 or 333.

MEMBERS OF THE ENGLISH OR SCIENCE DEPARTMENTS Non-credit.

**EDU. 341. STUDENT TEACHING OF ENGLISH IN THE SECONDARY
SCHOOL**

Growth, experience, and responsibility in teaching are developed under the supervision of qualified teachers and principals. These teaching experiences, increased gradually until full responsibility is attained, are offered full time for one semester for students majoring in the teaching of English in the secondary school.

MEMBERS OF THE ENGLISH DEPARTMENT

Six semester hours.

EDU. 342. STUDENT TEACHING OF BIOLOGY IN THE SECONDARY SCHOOL

Experience in teaching is developed under the supervision of qualified teachers and principals.

MEMBERS OF THE SCIENCE DEPARTMENT

Six semester hours.

EDU. 351. EDUCATIONAL SEMINAR

Phases of ethics, school law, curriculum study, and new trends in elementary education are discussed. The members of the group re-evaluate their professional experiences. Some time is devoted to a consideration of the preparation for the first teaching position. Edu. 321 is prerequisite.

MARGUERITE L. GOURVILLE

Two semester hours.

EDU. 352. EDUCATION OF EXCEPTIONAL CHILDREN

The special abilities, characteristics, and reading problems of exceptional children, and the relative merits of programs designed to meet the needs of these children are critically analyzed. Consideration is also given to the relation of disability in reading to child development. Edu. 311 is prerequisite.

MARGARET R. SHANNON

Three semester hours.

EDU. 353. EDUCATIONAL MEASUREMENT: ELEMENTARY SCHOOL

This course considers the nature of measurement, its purpose and value in the learning situation, and the types of measuring techniques to be employed. Attention is given to the development of basic statistical concepts, to the selection and use of measuring instruments, and to the interpretation of the data secured.

MARY E. McGAUVRAN

Three semester hours.

EDU. 354. EDUCATIONAL MEASUREMENT: SECONDARY SCHOOL

Considers the nature of measurement its purpose and value in the teaching-learning situation. Emphasis is upon the appraisal and use of standardized tests and the construction of the informal teacher-made test. Basic statistical concepts are developed for the interpretation of test results and educational literature. Techniques for marking, grading and reporting are introduced.

MARY E. McGAUVRAN

Three semester hours.

EDU. 355. HISTORY AND PHILOSOPHY OF EDUCATION

The general purpose of the course is to construct a synthesis of the basic ideas of the foremost thinkers and teachers of civilization past and present. This general purpose, when achieved, will serve two specific purposes. First, the synthesis will be used as a frame of reference for the evaluation of contemporary American philosophies of education. Second, the synthesis will serve as a frame of reference to enable a prospective teacher to construct a philosophy of education for his guidance in teaching.

FRANCIS P. O'HARA

Three semester hours.

DEPARTMENT OF ENGLISH

WILLIAM C. BURTO, Acting Chairman

FORTUNATA C. CALIRI

MARGARET F. GUINDON

DAVID D. COTE

KALERVO KANSANNIVA

ROBERT J. FOY

GARDNER TILLSON

JOSEPH WILLIAMS

ENG. 101. ENGLISH COMPOSITION

The study and practice of the principles of effective written communication are stressed. The course aims to develop awareness of diction, style, and grammatical usage through the provision of frequent written assignments and their evaluation. It also includes the principles and techniques of preparing a research paper.

MEMBERS OF THE DEPARTMENT

Three semester hours.

ENG. 102-103. FUNDAMENTALS OF SPEECH

This introductory course emphasizes the need for effectiveness in preparation and presentation in oral communication, and provides opportunities for study of and involvement in various kinds of communication experiences.

GARDNER TILLSON

Two semester hours.

ENG. 104. SPEECH IN EDUCATION

This general survey course helps the prospective teacher to develop a sound philosophy concerning the place of speech in his personal and professional life. Stress is placed upon practical problems in speech for all teachers, including study of the scientific approach to language, interpretive techniques, and the basic principles of speech pathology with corrective procedures.

KALERVO KANSANNIVA

One semester hour.

ENG. 111. THE LITERARY HERITAGE OF WESTERN CULTURE I

The study of man's relationship to God, to society, to individuals, and his attempts to discover his own nature forms the basis for an examination of representative works from the literature of Antiquity.

MEMBERS OF THE DEPARTMENT

Three semester hours.

ENG. 112. THE LITERARY HERITAGE OF WESTERN CULTURE II

The study of man's relationship to God, to society, to nature, and his attempts to discover his own potential is continued through an examination of representative selections from the literature of the Medieval world to the end of the Renaissance.

MEMBERS OF THE DEPARTMENT

Three semester hours.

ENG. 113. THE LITERARY HERITAGE OF WESTERN CULTURE III

A continuation of the study of those concepts fundamental to human life and thought involving the relationships of man to God, to society, to nature, and his efforts to discover his own nature is made through an examination of representative selections from the literature of the Enlightenment to the present time.

MEMBERS OF THE DEPARTMENT

Three semester hours.

ENG. 201. HISTORY OF THE ENGLISH LANGUAGE

This course examines English from an historical perspective which will better enable the student to understand and appreciate the English language as it is spoken and written today.

Emphasis will be placed upon the origin and development through phonetic, vocabulary, syntax, and semantic shifts in the language from its beginnings to the present day.

KALERVO KANSANNIVA

Three semester hours.

ENG. 202. ADVANCED ENGLISH COMPOSITION

Concentrated study is made of the problems of rhetoric primarily in relation to the teaching of composition in the secondary school.

MEMBERS OF THE DEPARTMENT

Two semester hours.

ENG. 211. THE STUDY OF LITERARY TYPES

A study is made of the accepted literary types, illustrated with selections from world literature.

FORTUNATA C. CALIRI

Three semester hours.

ENG. 212. BRITISH WRITERS I

The historical development of English literature from the beginnings to 1800. Selected works by representative authors from each period will be stressed.

WILLIAM C. BURTO

Three semester hours.

ENG. 213. BRITISH WRITERS II

The historical development of English literature from 1800 to the present. Selected works by representative authors from each period will be stressed.

WILLIAM C. BURTO

Three semester hours.

ENG. 214. AMERICAN WRITERS I

The historical development of American literature from the Colonial Period to the Civil War. Selected works by representative authors from each period will be stressed.

WILLIAM C. BURTO

Three semester hours.

ENG. 215. AMERICAN WRITERS II

The historical development of American literature from the Civil War to the present time. Selected works by representative authors will be studied.

WILLIAM C. BURTO

Three semester hours.

ENG. 216. SHAKESPEARE

Interpretation is made of a selected number of the plays, including examples of the histories, tragedies, and comedies, to show the depth of the writer's insights into human values and the variety and scope of his mind and art.

FORTUNATA C. CALIRI

Three semester hours.

ENG. 401. LITERATURE OF THE MIDDLE AGES

Representative selections from the medieval period are studied in modern English translation, including the characteristic types: epic, lyric, chivalric romance, drama, fabliaux and ballads. Concentration is on the miracle, mystery and morality plays: *Sir Gawain and the Green Knight*; Langland (*Piers Plowman*); Gower (*Confessio Amantis*); Chaucer (*Troilus and Criseyde*); and Malory (*The Morte d'Arthur*). The social, political, and religious background of the period is studied in terms of understanding the literature selected for study.

FORTUNATA C. CALIRI

Three semester hours.

ENG. 402. LITERATURE OF THE SEVENTEENTH CENTURY

A study is made of the major seventeenth century writers of prose and poetry against the philosophical and political background of the period. Particular attention is given to Bacon, Donne and the Metaphysical Poets, Milton, Dryden, and the Restoration comic dramatists.

JOSEPH WILLIAMS

Three semester hours.

ENG. 403. THE LITERATURE OF THE VICTORIAN PERIOD

A critical and historical study is made of the major writers of the Victorian Period in England. Both poetry and prose writers are considered, from Tennyson and Carlyle to the early Yeats and Pater.

FORTUNATA C. CALIRI

Three semester hours.

ENG. 404. THE AMERICAN NOVEL

A systematic and detailed inspection is made of the development of the American novel within its historical and intellectual context. Examples are taken from the works of Brown, Cooper, Hawthorne, Melville, Howells, James, Dreiser, Steinbeck, Wolfe, Hemingway, and Faulkner.

JOSEPH WILLIAMS

Three semester hours.

ENG. 405. MODERN BRITISH AND AMERICAN FICTION

Primarily a critical study of the development of the modern short story and novel in England, Ireland, and America. Among the authors studied are James, Conrad, Joyce, Woolf, Hemingway, and Faulkner.

WILLIAM C. BURTO

Three semester hours.

ENG. 406. BRITISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A critical and historical study is made of the major poets of the twentieth century. Detailed consideration is given to the works of Auden, Eliot, Frost, and Yeats.

WILLIAM C. BURTO

Three semester hours.

ENG. 407. TRAGEDY .

A comprehensive study is made of the theory and practice of tragedy, from Aeschylus and Aristotle to Camus and Arthur Miller. Both plays and novels are considered.

WILLIAM C. BURTO

Three semester hours.

ENG. 408. MODERN DRAMA

A critical study is made of the ideals, motives, and problems of modern life as revealed through a study of the methods and types of modern European and American drama from Ibsen through Miller.

KALERVO KANSANNIVA

Three semester hours.

ENG. 409. STAGECRAFT

This course stresses the functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into actual practice.

KALERVO KANSANNIVA

Three semester hours.

**DEPARTMENT OF HEALTH
AND PHYSICAL EDUCATION**

ELIZABETH A. NEILSON, Acting Chairman

IGNATIUS A. CISZEK

H. MARIE GARRITY

HPE. 101-102, 103. PHYSICAL EDUCATION ACTIVITY

FOR WOMEN:

To permit an adequate basis for intellectual life, the women's physical education program centers around a program with a sensible balance of activities. Efforts are made to improve or maintain the total fitness of the student. The work changes to permit the student every opportunity to gain new habits, skills, knowledges, and understandings for life as a college student as well as for optimum living in today's world. Emphasis on leadership, poise, and respect for others is stressed in this work.

Vigorous activities are provided by way of gymnastics to develop the physique, increase the efficiency of the body and improve physical skills. Field hockey, basketball, softball, and volleyball enable the student to become familiar with team sports. Equal attention is given to individual sports such as badminton, golf, archery, and tennis. A program of rhythm is offered, with emphasis on square and folk dancing.

H. MARIE GARRITY
ELIZABETH A. NEILSON

One semester hour per year.

FOR MEN:

Physical education for men in the freshman year is devoted to the attainment of a measure of physical fitness. This objective is sought through the medium of gymnastics and tumbling, and appara-

tus work. Fundamentals of various sport activities are also presented at this time.

The sophomore physical education program is similar to the freshman program with concentration on advanced skills in the activities.

IGNATIUS A. CISZEK

One semester hour per year.

HPE. 104. PERSONAL - COMMUNITY HEALTH

Since health is a factor which conditions the success of all the undertakings, personal and social, of the college student, this course presents the knowledges necessary for maintaining health in body and mind. An analysis of the forces affecting an individual's health, and knowledge of the way in which education leads to widespread acceptance of scientific knowledge to decrease the time lag between discovery and practical application are stressed in this course.

IGNATIUS A. CISZEK

H. MARIE GARRITY

ELIZABETH A. NEILSON

Two semester hours.

HPE. 105. STANDARD FIRST AID

The standard course in First Aid is organized primarily to prepare the student to administer first aid particularly to himself and to his family. Emphasis is given to the following needs: prevention, prompt medical attention, and understanding the common serious injuries. The course enables the student to receive the certificate offered by the American Red Cross upon completion of the requirements established by the department.

IGNATIUS A. CISZEK

ELIZABETH A. NEILSON

One-half semester hour.

DEPARTMENT OF MODERN LANGUAGES

DORIS R. BOURGEOIS

DOMENIC R. PROCOPIO

FRANCIS P. O'HARA

FRN. 201-202. FRENCH CIVILIZATION

The student is given a rapid review of the essentials of French grammar with special emphasis on phonetics and aural-oral drill. In addition, a survey of French civilization is given in French.

DORIS R. BOURGEOIS

Six semester hours.

FRN. 203-204. SURVEY OF FRENCH LITERATURE

This course is a general survey of French literature from the Middle Ages to the twentieth century. The lectures are implemented by written and oral reports on representative texts. The course is conducted in French.

DORIS R. BOURGEOIS
FRANCIS P. O'HARA

Six semester hours.

ITA. 401-402. ITALIAN

This is a beginning course in Italian, establishing through a comprehensive study of the grammar, a good foundation for the understanding of the language. The course is conducted as much as possible in Italian, stressing a natural pronunciation through conversation and oral reading. The student becomes acquainted with Italian culture as exemplified in simple literature and Italian songs and operas.

DOMENIC R. PROCOPIO

Six semester hours.

DEPARTMENT OF MUSIC

EDWARD F. GILDAY, Chairman

PAUL BREGOR

DOMENIC R. PROCOPIO

WILLIAM R. FISHER

ROBERT M. SHAUGHNESSY

CYRUS D. THOMPSON

MUSIC HISTORY AND APPRECIATION

Mus. 101. MUSIC APPRECIATION

This course gives the student an understanding of our cultural heritage and the background from which it is derived. The approach is through extensive guided listening, reading, and discussion. The course is designed for non-music majors.

MEMBERS OF THE MUSIC DEPARTMENT

Three semester hours.

Mus. 201. MUSIC HISTORY AND LITERATURE I

A study is made of the development of the sacred and secular forms of music from the pre-Christian era up to the middle of the eighteenth century. Performances and recordings are used for analysis.

PAUL BREGOR

Three semester hours.

MUS. 202. MUSIC HISTORY AND LITERATURE II

The course covers the period from the middle of the eighteenth century to the present. The impact on music of the changing social philosophies is analyzed. Performances and recordings are used for illustration and discussion.

PAUL BREGOR

Three semester hours.

MUS. 401. MUSIC OF THE RENAISSANCE AND BAROQUE

A survey is made of one of the most fruitful and interesting periods in history, showing the effect of the changing times upon music. Recordings are used for illustration. The course is designed for non-music majors; no technical background is required.

PAUL BREGOR

Three semester hours.

MUS. 402. MUSIC OF THE CLASSIC AND ROMANTIC ERAS

A study is made of significant social movements and their effect upon music from Hayden to Wagner. Piano performances and recordings are used for illustration. The course is designed for non-music majors; no technical background is required.

PAUL BREGOR

Three semester hours.

BASIC MUSIC

Mus. 001. MUSIC EXPERIENCES

This course provides a wider and advanced understanding of the fundamentals of the art of music. Completion of this course requires facility in reading with syllables and text, music of moderate difficulty. Special emphasis is placed on individual skill. The course is designed for non-music majors.

CYRUS D. THOMPSON

Non-credit.

Mus. 211. THEORY I: SIGHT SINGING

This course concentrates mainly on solfege, developed by singing at sight, and on ear training, developed by rhythmic, melodic, chordal dictation. The technical understanding and handling of music notation are brought about through exercises and through examples of music literature.

DOMENIC R. PROCOPIO

Three semester hours.

MUS. 212. THEORY I: ADVANCED SIGHT SINGING AND DICTATION

This course continues the work begun in Mu. 211, progressing to an advanced level. The foundation for the study of harmony is established by intensive study of scales, intervals, triads, and the simpler chordal progressions.

DOMENIC R. PROCOPIO

Three semester hours.

MUS. 213. THEORY II: DIATONIC HARMONY

This is a course in harmony, progressing to four part harmonization of melodies using the primary and secondary chords, non-harmonic tones, and simple modulation as exemplified in the music of the eighteenth century. Keyboard harmony, harmonic dictation, harmonic analysis, and creative work are integrated with the written exercises.

DOMENIC R. PROCOPIO

Three semester hours.

MUS. 214. THEORY II: CHROMATIC HARMONY

This is a course in advanced harmony, including secondary dominants, secondary seventh chords, altered chords and chromatic modulation as exemplified in the music of the nineteenth century. Corresponding progress is made in the integrated studies: keyboard harmony, harmonic dictation, harmonic analysis, structural analysis, and creative work.

DOMENIC R. PROCOPIO

Three semester hours.

MUS. 215. THEORY III: ORCHESTRATION

This course consists of the study of instrumentation and orchestration, emphasizing the writing of music for all orchestral instruments individually and in combination. The student writes orchestral transcriptions of piano music, arrangements for public school groups and for instrumental ensembles in the college, and original compositions. Score reading is studied through the analysis of representative scores including music applicable to school use.

ROBERT M. SHAUGHNESSY

Three semester hours.

MUS. 216. THEORY IV: COUNTERPOINT

This course in counterpoint is the study of the vocal and instrumental polyphony of the eighteenth century, based on tonality. Choral and instrumental arranging in this style for performing groups is emphasized. Representative music of the eighteenth century is analyzed from a contrapuntal point of view.

DOMENIC R. PROCOPIO

Three semester hours.

PERFORMANCE

INSTRUMENTAL TECHNIQUES

MUS. 221. INSTRUMENTAL CLASS: STRING

An intensive course of class instruction in the fundamentals underlying the playing of string instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

ROBERT M. SHAUGHNESSY

Two semester hours.

MUS. 222. INSTRUMENTAL CLASS: WOODWIND

An intensive course of class instruction in the fundamentals underlying the playing of woodwind instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

ROBERT M. SHAUGHNESSY

Two semester hours.

MUS. 223. INSTRUMENTAL CLASS: PERCUSSION

An intensive course of class instruction in the fundamentals underlying the playing of percussion instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

MUS. 224. INSTRUMENTAL CLASS: BRASS

An intensive course of class instruction in the fundamentals underlying the playing of brass instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

MUS. 225. INSTRUMENTAL CONDUCTING

Advanced baton technique, score reading, and principles of instrumental interpretation are considered in this course. This is a laboratory course in the problems encountered in school bands, orchestras, and ensembles. Study is made of suitable music literature from small ensemble to symphony, orchestra, and band. Discussion of the techniques of organization of instrumental programs is provided.

ROBERT M. SHAUGHNESSY

Two semester hours.

CHORAL TECHNIQUES

MUS. 231. ELEMENTARY CONDUCTING

This course offers training in the technique of the baton as preparation for advanced instrumental and choral conducting. Using the class as a laboratory group, each student is given opportunity to conduct simple music, carefully selected to acquaint him with the basic problems of conducting, and their solutions.

EDWARD F. GILDAY

Three semester hours.

MUS. 232. ADVANCED CHORAL CONDUCTING

The many techniques involved in training and conducting a chorus are demonstrated, studied, and practiced. At the same time an acquaintance is gained with a wide repertoire of the choral music of many schools. Each student has numerous opportunities to conduct the class.

EDWARD F. GILDAY

Three semester hours.

MUS. 233-234. VOCAL AND CHORAL TECHNIQUES

The course is designed to prepare the student to handle vocal problems on both an individual and group basis. Training is given in basic choral techniques such as diction, blend, pitch, balance, attacks, and releases. Through class demonstrations and discussions the student learns how to train and develop voices individually and collectively.

EDWARD F. GILDAY

Six semester hours.

KEYBOARD TECHNIQUES

MUS. 241-242, 243-244, 245-246. FUNCTIONAL PIANO

Experience has shown that all music teachers have a constant need for some ability at the piano. All students majoring in Music Education are required to develop a functional proficiency at the keyboard as one of the requirements for the degree. To assist them, the department offers class-piano instruction without charge, beginning in the freshman year and continuing until the required proficiency is attained. The student is examined periodically to determine his rate of progress.

PAUL BREGOR

One semester hour each semester.

MUS. 403. KEYBOARD EXPERIENCES

This course is designed to give the non-music major a functional proficiency at the piano. Enrichment of music is acquired by means of the keyboard.

PAUL BREGOR

Three semester hours.

SOLO TECHNIQUES

MUS. 251-252. MAJOR PERFORMANCE: RECITAL CLASS

Every student majoring in Music Education is required to present a recital during his senior year which will demonstrate a high degree of proficiency in his field of applied specialization. The program is given publicly, or privately for a faculty committee.

The recital class provides a laboratory in which are developed the techniques of stage deportment, program building, and critical analysis.

EDWARD F. GILDAY

AND

MEMBERS OF THE DEPARTMENT

One semester hour each semester.

ENSEMBLES

MUS. 261-262-263-264-265-266-267-268. ENSEMBLE

Each student majoring in Music Education is required to participate in any *two* of the following activities in each of the eight semesters.

Non-credit.

CONCERT CHOIR

The Concert Choir is open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college functions.

EDWARD F. GILDAY

LABORATORY CHORUS

The standard choral literature is studied and occasional public performances are given. This chorus is required of all students majoring in Music Education who do not qualify for the Concert Choir.

DOMENIC R. PROCOPIO

CONCERT BAND

Advanced instrumentalists are eligible for the Concert Band. Assignment to this organization is made on the basis of audition. The course offers experience in band techniques and routine. Works from standard and contemporary repertoire are studied and performed in public concert. Opportunity is offered for ensemble and solo performance with band accompaniment.

ROBERT M. SHAUGHNESSY

LABORATORY BAND

This laboratory course is offered to students majoring in Music Education other than those who qualify for the Concert Band in order to give them ensemble experience on a band instrument. The repertoire for this group is limited to elementary and intermediate material. This band is an extension of the instrumental courses: Mus. 222, 223, and 224.

CYRUS D. THOMPSON

ORCHESTRA

Advanced instrumentalists are eligible for the orchestra. Assignment to this group is made on the basis of audition. Besides its work on the standard orchestra repertoire, the orchestra is used as a laboratory for student compositions.

ROBERT M. SHAUGHNESSY

FESTIVAL CHORUS

The Festival Chorus is open to all qualified students in the college. Major choral works are studied and prepared for public performance. Qualified students have the opportunity to rehearse and perform as soloists with the chorus in oratorio and advanced choral music literature.

EDWARD F. GILDAY

SMALL ENSEMBLES

So far as it is possible, students are organized into small ensembles such as string quartets, madrigal groups, brass or woodwind ensembles, under faculty supervision, to encourage study and performance in this type of musical activity.

MEMBERS OF THE DEPARTMENT

PROFESSIONAL MUSIC EDUCATION

Mus. 301. MUSIC IN THE ELEMENTARY SCHOOL

Emphasis is placed upon developing those skills and understandings necessary in teaching children in the elementary school through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating; and on acquiring a working knowledge of the available materials.

WILLIAM R. FISHER

Three semester hours.

MUS. 302. MUSIC IN THE SECONDARY SCHOOL

The development of a suitable music program for grades seven through twelve is the central concern of this course. The major topics include: the application of philosophy of music education to the secondary school; professional relationships; the aims, content, organization, teaching techniques, and evaluation of required and elective courses; and the evaluation of material and its interpretation in developing teaching techniques.

WILLIAM R. FISHER

Three semester hours.

MUS. 303. SUPERVISION OF MUSIC EDUCATION

This course examines the role of the director or supervisor of music in his total professional capacity. Discussion is based upon such problems as supervising techniques, administrative duties, curriculum development, scheduling, evaluating, purchase of equipment and supplies, and professional ethics and affiliations.

WILLIAM R. FISHER

Three semester hours.

MUS. 311. STUDENT TEACHING: ELEMENTARY SCHOOL

Observation and student teaching in the music area of the elementary school under skilled supervision are provided. Opportunities are given for the practical application of the principles and techniques emphasized in the courses in music education, with experience in the use of the recommended materials. These teaching experiences are provided in cooperating school systems.

WILLIAM R. FISHER

Five semester hours.

MUS. 312. STUDENT TEACHING: SECONDARY SCHOOL

Observation and student teaching in the music areas of the secondary school are provided. Opportunities are given for the practical application of the principles and techniques emphasized in the course of music education in the secondary school. These teaching experiences are provided in two campus schools (public schools of the city of Lowell) and in other cooperating school systems.

WILLIAM R. FISHER

AND

MEMBERS OF THE DEPARTMENT

Five semester hours.

MUS. 403. THE TELEVISION TEACHER

The course is designed to give training in the techniques of teaching on television. Students will examine the progress of educational television to date. There will also be practical work in front of the cameras. Each student will present one or more lessons over a closed circuit channel.

EDWARD F. GILDAY (Curriculum)

GARDNER TILLSON (Production)

Three semester hours.

DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY

THOMAS A. NORRIS

FRANCIS P. O'HARA

FREDERICK A. NORTON

PSY. 101. GENERAL PSYCHOLOGY

This course deals with the total process of growth and development through the first twenty years. The psychological principles governing the growth and development of the individual's thought, feelings, and behavior are related to their practical application in the classroom. The learning process is developed in considerable detail.

THOMAS A. NORRIS

GEORGE C. SIMMONS

Three semester hours.

PHL. 101. INTRODUCTION TO PHILOSOPHY

An introduction to philosophy is made through an examination of the functioning of simple comprehension, judgment, and reasoning in determining the existence and nature of objectively valid knowledge, certitude, and logical truth. Consideration is given to the nature of the acts of the mind, the sources of certain knowledge, deductive and inductive reasoning, the validity of universal ideas, and objective evidence as the universal criterion of truth.

FREDERICK A. NORTON

FRANCIS P. O'HARA

Three semester hours.

PHL. 401. THE THINKERS

This course examines the lives and writings of the great thinkers of the past whose ideas are exercising the greatest influence upon contemporary thinking.

FRANCIS P. O'HARA

Three semester hours.

DEPARTMENT OF SCIENCE AND MATHEMATICS

WILLIAM H. MALONE, *Chairman*

WALTER P. COBLEY

ETHEL KAMIEN

JOHN J. FISHER

PRENTISS SHEPHERD, JR.

BIO. 101-102. GENERAL BIOLOGY

The principles of the biological sciences are taught with emphasis on general biological concepts and modes of scientific approach to biological problems. Laboratory work is an integral part of the course.

JOHN J. FISHER

ETHEL KAMIEN

PRENTISS SHEPHERD, JR.

Six semester hours.

BIO. 201. ZOOLOGY

Classification and systematic study of representative animals: their characteristics, gross anatomy and physiology of various organs and systems.

PRENTISS SHEPHERD, JR.

Four semester hours.

BIO. 202. BOTANY

Fundamental principles of the biological relationships of plants: their structure, function, growth, differentiation, and reproduction.

ETHEL KAMIEN

Four semester hours.

BIO. 203. COMPARATIVE ANATOMY

This course deals with a study of the basic similarities and differences of the organ systems in the various classes of vertebrates. The fields of embryology, histology, and paleontology are used where needed to clarify basic concepts. Representative vertebrates are studied in detail in the laboratory.

PRENTISS SHEPHERD, JR.

Four semester hours.

BIO. 204. INVERTEBRATE ZOOLOGY

This course deals with a survey of the major and minor groups of invertebrate animals. As many varieties of invertebrate animals as possible are studied in the laboratory.

PRENTISS SHEPHERD, JR.

Four semester hours.

BIO. 205. HUMAN PHYSIOLOGY

The purpose of this course is to acquaint the student with the functions of the various human systems. The laboratory work involves both the human systems and the functions of simpler animals. This presentation requires a background knowledge of both the introductory biological and physical sciences.

JOHN J. FISHER

Three semester hours.

BIO. 206. MICROBIOLOGY

Microorganisms: their isolation, cultivation, identification, and importance to man.

ETHEL KAMIEN

Three semester hours.

BIO. 207. HISTOLOGY

This course deals with the study of the tissues and microscopic anatomy of animals. Vertebrate, especially human, histology is emphasized. Laboratory work is centered around the detailed

study of prepared microscopic slides of various tissues and organs. Basic tissue preparation technique is discussed in the early part of the course.

PRENTISS SHEPHERD, JR.

Three semester hours.

BIO. 208. GENETICS

Study of genetic principles and transmission of hereditary traits.

ETHEL KAMIEN

Three semester hours.

BIO. 209. EMBRYOLOGY

Study of the developmental processes of organisms from the egg to the adult form.

Three semester hours.

BIO. 211. BIOLOGY RESEARCH

This course will be centered about individual research problems with various members of the department. Stress is placed on the independent aspect of the student's research.

DEPARTMENT MEMBERS

Two semester hours.

BIO. 212. BIOLOGY SEMINAR

This course represents a continuation of Bio. 211. During the spring term, the results of the student's earlier investigations will be discussed and analyzed.

DEPARTMENT MEMBERS

Two semester hours.

CHM. 201-202. GENERAL CHEMISTRY

A survey of the field of chemistry, comprising a systematic study of the elements, their important compounds, and the laws and theories explaining chemical phenomena. Special emphasis is placed on the relationship indicated by the periodic system, the electromotive series, and the electronic concept of matter.

Eight semester hours.

CHM. 203. ORGANIC CHEMISTRY

The compounds of carbon and the generalized methods of synthesis. Stress is placed upon the significance of structural formulae, the classification of properties, and group reactions.

Four semester hours.

MAT. 101. GENERAL MATHEMATICS

This is a general education course designed to give the student opportunities to think through quantitative situations; to appreciate the concise, precise rigor of the number system as a means of communication; to gain insight into the fundamental processes of calculation. Unfamiliar number systems are developed and used with the fundamental processes. Problems based on principles of algebra, trigonometry, logarithms, and ratio are used to generalize and extend the fundamental concepts of the exponential number system.

WALTER P. COPLEY

Three semester hours.

MAT. 201-202. MATHEMATICAL ANALYSIS

This course presents a systematic study of many different modes of variation, guides the student to discover exact relations between varying quantities, and to devise suitable methods of making any necessary calculations. The course includes topics from elementary analytic geometry, elementary calculus, and trigonometry.

WILLIAM H. MALONE

Six semester hours.

PHY. 201-202. GENERAL PHYSICS

A general survey of classical and modern physics. Laboratory work will include the design and evaluation of experiments with emphasis on fundamental instrumentation. A knowledge of the calculus is required.

WILLIAM H. MALONE

Eight semester hours.

SCI. 101-102. PHYSICAL SCIENCE

This course is based on the development of broad theories and principles oriented to an understanding of the major scientific explanations of physical phenomena.

The course is built around a core of physics. The major emphasis is placed on understanding scientific generalizations of observable facts concerned with the properties and the structure of matter. Topics are drawn from fields of chemistry, astronomy, and theories of the structure of the atom. Laboratory work is an integral part of the course.

WILLIAM H. MALONE

PRENTISS SHEPHERD, JR.

Six semester hours.

SCI. 103. DEVELOPMENT OF SCIENTIFIC THOUGHT

This course is designed to present to students the highlights of the advance of science and scientific achievements through the years. Stress will be placed upon the non-technical treatment of subjects,

and group discussions on the varied phases of science will be featured. This course is designed for students majoring in Music Education.

WILLIAM H. MALONE

Three semester hours.

DEPARTMENT OF SOCIAL SCIENCES

FRANCIS P. O'HARA, *Chairman*

CHARLES F. CARROLL

IGNATIUS A. CISZEK (Assisting)

JOHN R. FITZGERALD

EDWARD T. KNOWLES

PATRICIA A. GOLER

FREDERICK A. NORTON

GEORGE C. SIMMONS

HIS. 101-102. HISTORY OF WESTERN CIVILIZATION

Principles of history are analyzed in terms of their applicability to the growth and development of western culture patterns. Periodically, most problems are assigned for class discussion and analysis. A search for the root sources is emphasized in seeking solution to the stated problems.

CHARLES F. CARROLL

PATRICIA A. GOLER

Six semester hours.

HIS. 103. MODERN EUROPEAN HISTORY

A study is made of Western European civilization in modern times. The influence of the Middle Ages, the Renaissance, and the Reformation on the succeeding political and social eras is traced as a background to an understanding of contemporary European political and social problems. The course is designed for students majoring in Music Education.

GEORGE C. SIMMONS

Three semester hours.

HIS. 104. UNITED STATES HISTORY

A comprehensive examination is made of the development of American ideals and institutions which form the basis of the American way of life. Areas in every period of our history that contributed to this study are carefully analyzed. Much attention is given to the historical backgrounds out of which have developed our social, political, and economic problems.

JOHN R. FITZGERALD

FREDERICK A. NORTON

Three semester hours.

HIS. 105. UNITED STATES HISTORY AND GOVERNMENT

An extensive survey is made of the Constitution of the United States insofar as it contributed to the development of American ideals and institutions. An attempt is made to show how the American people were able to solve major problems within the framework of the Constitution. The course is designed for students majoring in Music Education.

JOHN R. FITZGERALD

Three semester hours.

HIS. 201-202. HISTORY OF ENGLAND

The evolution and development of the English people and their institutions will be examined in depth. At the same time the constitutional, social, and intellectual growth of England will be evaluated in relation to its position in world affairs.

GEORGE C. SIMMONS

Six semester hours.

**HIS. 203-204. CULTURAL, ECONOMIC, AND POLITICAL HISTORY
OF THE UNITED STATES**

This is a specialized course designed to give the student opportunities to examine in detail and to undertake independent research into the various forces in American life and institutions.

FREDERICK A. NORTON

Six semester hours.

HIS. 401. AMERICAN COLONIAL HISTORY

This is a survey course in the history of the colonial areas of North America which were to become incorporated into the original United States of America. Projects and problems are assigned within the period beginning with Elizabethan interest in colonial development and carrying through the American Revolutionary War. Particular emphasis is placed upon the growth and development of culture practices and institutional patterns within the colonies of New England and of the Chesapeake Bay region.

FREDERICK A. NORTON

Three semester hours.

**HIS. 402. AMERICAN FOREIGN RELATIONS IN THE TWENTIETH
CENTURY**

This course is an appraisal of United States foreign policies, the reaction of the American people to the changing international situation, and the American policies of other governments since the beginning of the twentieth century. The topics to be considered include: rivalries in Asia, the rise of Anglo-American friendship, World War I, the retreat to isolationism, World War II, and postwar Russian-American relations.

PATRICIA A. GOLER

Three semester hours.

HIS. 403. PROBLEMS OF CONTEMPORARY AMERICAN LIFE

This course concentrates on the major problems of American contemporary life. An attempt is made to evaluate the causes, effects, and treatment of some of our social and economic problems with reference to the influence of science upon human experience. Several specific problems are analyzed. These include the problems of alcoholism, war, leisure and recreation, race relations, crime, housing, full employment, and social security. Extensive use is made of films, recordings, and slides.

JOHN R. FITZGERALD

Three semester hours.

HIS. 404. CONTEMPORARY EUROPEAN HISTORY

An examination is made of the events in European history from the Treaty of Versailles to the present. Special attention is given to current developments.

PATRICIA A. GOLER

Three semester hours.

HIS. 405. THE FAR EAST IN MODERN TIMES

This course is designed primarily as a survey of the history of the Far East. Emphasis is placed on the political, social, and economic growth of Japan, China, India, Korea, and Manchuria. Major attention is given to the modern period and to contemporary problems.

JOHN R. FITZGERALD

Three semester hours.

GOV. 101. UNITED STATES GOVERNMENT

The purpose of this course is to acquaint the student with the origin, development, and functioning of the United States Government, stressing an understanding of the Federal Constitution, legislative procedures, powers and duties of the President, and the importance of the Judiciary.

JOHN R. FITZGERALD

Three semester hours.

GEO. 101. PRINCIPLES OF GEOGRAPHY

The course concerns the physical elements in geography and their relation to the habitats of man. Such factors as the origin and evolution of the surface features of the earth, the oceans and inland waters, and the atmosphere and its circulation are studied in an attempt to show how these factors control man's use of the earth's surface.

EDWARD T. KNOWLES

Three semester hours.

GEO. 102. ECONOMIC GEOGRAPHY

The aim of this course is to develop geographic understanding of world patterns of present and potential producing and consuming areas, through a study of regional work and trade activities in their natural environment and inter-regional relationships.

EDWARD T. KNOWLES

Three semester hours.

Soc. 101. PRINCIPLES OF SOCIOLOGY

This course includes a study of society, culture, places, people, basic institutions and processes, control and change as they affect man's social life.

THOMAS A. NORRIS

Three semester hours.

Eco. 401. PRINCIPLES OF ECONOMICS

This course is designed to enable students to evaluate policies which concern their own as well as local, national, and international economic problems.

IGNATIUS A. CISZEK

Three semester hours.

